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**EDUCATION IN INDIA
IN
1923-24.**



**CALCUTTA : GOVERNMENT OF INDIA
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PREFACE.

This report deals with education and educational statistics in India for the year 1923-24. Dealing as it does with education throughout the whole of British India and based in the main as it is upon the reports of provincial Directors of Public Instruction I have of necessity quoted freely and culled largely from their reports and wish here to acknowledge this fact. The form of tables of last year has been generally retained, but a new table has been inserted giving figures for the actual and for the percentage distribution of pupils throughout the various stages of education, primary, secondary, collegiate, etc., in the different provinces of India. More detailed reference has also been made to the problem of wastage in primary education due to the large number of children who in the primary stages do not receive annual promotion to a higher class.

I have changed the name of this report from 'Indian Education' to 'Education in India.' This title appears to be somewhat more appropriate in view of the fact that the former title might lead to the presumption that there is a uniform policy of education throughout all India. The problems of education in this vast continent are so many and so varied that they cannot, except on the very broadest lines, be treated uniformly; moreover the Indian constitution which makes education with minor exceptions a provincial subject, allows full play for the development of different educational policies in different provinces.

R. LITTLEHAILES,

*Offg. Educational Commissioner
with the Government of India.*

SIMLA,

21st October 1925.

EDUCATION IN INDIA

IN

1923-24.

I. GENERAL.

The marked recovery from the effects of the non-cooperation movement on attendance at schools and colleges in British India remarked upon in the report for 1922-23 has continued to such an extent that the effect of the movement on attendance in schools may be considered now as negligible.

Institutions and scholars.

Type of Institutions.	Institutions.		Scholars.	
	1923.	1924.	1923.	1924.
Arts colleges	174	170	52,639	57,360
Professional colleges	50	67	13,497	14,913
High schools	2,312	2,424	632,943	678,394
Middle schools	6,732	6,980	698,462	750,358
Primary schools	162,915	168,013	6,600,116	6,955,634
Special schools	5,720	6,617	181,318	217,344
Unrecognised institutions . . .	33,460	34,860	612,115	642,651
TOTAL	210,672	219,131	8,791,090	9,316,654

From the above table it will be noticed that the number of arts colleges has decreased by four but that there has been an increase under every other class of institution including institutions that are unrecognised. There has been a marked increase in the number of students and pupils in attendance.

The total number of institutions has increased in all provinces except Burma and in all minor administrations except Coorg and Bangalore. The decrease in Burma is mainly in lower primary

schools. The decline in pupils under instruction which was a marked feature of recent annual reports has, now, it is reported, been definitely arrested in Burma. Unrecognised institutions have increased on the whole, the increase being largest in Madras and in the Punjab where intensive efforts are being made to extend primary education. There has been a decrease in unrecognised institutions in Bombay, in Burma, and in Bihar and Orissa, although these decreases are, except in Burma, more than counterbalanced by an increase in the number of recognised institutions.

Pupils. The number of pupils reading in recognised institutions has shown a marked increase throughout the whole of India. The number reading in unrecognised institutions has, however, diminished, largely in Burma and Bombay and to a smaller extent in the Central Provinces. On the whole there has been an increase in the number of scholars reading in all institutions throughout India except in Burma and in the Civil and Military station of Bangalore.

Excluding the minor administrations of Bangalore and Coorg the percentage of total scholars to population is largest in Bombay being 5.21 per cent., Madras coming second with 4.9 per cent. The percentage increase has been largest in Madras namely from 4.3 per cent. in 1923 to 4.9 per cent. in 1924. Among the larger provinces the greatest leeway has to be made up in the United Provinces and in the Central Provinces and Berar where the percentage of total scholars to population is only 2.53.

Expenditure. Expenditure has increased by 87 lakhs of rupees the largest increase being in Madras which shows that 24 lakhs more were spent in the year under review than in the previous year. The Punjab shows a decreased expenditure of nearly five lakhs of rupees while smaller decreases are shown in the North West Frontier Province, Delhi, Assam and Coorg. The heavy hand of retrenchment was not lifted during the year from these administrations.

Policies. The year under review takes us just beyond the close of the first triennium under the Reforms scheme under which education with minor exceptions is a provincial transferred subject administered by Governors acting with their Ministers of Education. It is observed that the influence of Legislative Councils in determining educational policy is becoming more and more marked year by year. This point will be touched upon more fully in the body of this review.

(i) Number of Institutions.

Province.	RECOGNISED INSTITUTIONS.*			UNRECOGNISED INSTITUTIONS.			TOTAL OF INSTITUTIONS.*		Increase or Decrease.
	1924.	1923.	Increase or Decrease.*	1924.	1923.	Increase or Decrease.	1924.	1923.	
Madras	41,642	38,988	+ 2,704	3,222	2,308	+ 914	44,864	41,296	+ 3,61
Bombay	13,512	13,269	+ 243	1,542	1,692	- 150	15,054	14,961	+ 9
Bengal	54,647	52,864	+ 1,783	1,352	1,298	+ 54	55,999	54,162	+ 1,83
United Provinces	13,452	18,873	+ 579	2,911	2,875	+ 36	22,363	21,748	+ 61
Punjab	9,721	8,639	+ 1,022	4,523	4,096	+ 432	14,249	12,795	+ 1,45
Burma	6,288	6,634	- 396	18,351	18,472	- 121	24,639	25,156	- 51
Bihar and Orissa	27,803	26,663	+ 1,140	1,699	1,762	- 63	29,502	28,425	+ 1,07
Central Provinces and Berar	4,917	4,889	+ 28	235	190	+ 45	5,152	5,079	+ 7
Assam	4,948	4,805	+ 143	262	251	+ 11	5,210	5,056	+ 15
North-West Frontier Province	662	667	- 5	325	288	+ 37	987	955	+ 3
Coorg	110	110	..	11	16	- 5	121	126	-
Delhi	204	190	+ 14	84	84	..	288	274	+ 14
Ajmer-Merwara	184	180	+ 4	128	113	+ 13	310	293	+ 17
Baluchistan	86	84	+ 2	193	192	+ 1	279	276	+ 3
Bangalore	95	97	- 2	19	23	- 4	114	120	- 6
INDIA	184,271	177,012	+ 7,259	34,890	33,660	+ 1,200	219,131	210,672	+ 8,459

* In addition, there are 13 Universities which are not included in this table, and consequently University teaching classes are also not shown.

(ii) Number of Scholars.

Province.	IN RECOGNISED INSTITUTIONS.			IN UNRECOGNISED INSTITUTIONS.			IN ALL INSTITUTIONS.			PERCENTAGE OF TOTAL SCHOLARS TO POPULATION.	
	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.	1924.	1923.
Madras	1,860,905	1,847,833	+182,772	89,983	67,284	+22,699	2,070,588	1,915,117	+155,471	4.9	4.3
Bombay	947,051	911,652	+35,399	58,749	62,108	-3,359	1,005,800	973,760	+32,040	5.21	5.05
Bengal	2,009,827	1,903,225	+106,602	47,235	44,704	+2,531	2,057,062	1,950,929	+106,133	4.40	4.18
United Provinces	1,082,012	1,016,842	+65,170	68,750	64,109	+4,641	1,150,762	1,080,951	+69,811	2.53	2.38
Punjab	755,606	692,771	+62,835	95,100	81,207	+13,893	841,506	776,978	+64,528	4.07	3.75
Burma	345,741	344,690	+1,051	210,218	214,162	-3,944	555,959	558,852	-2,893	4.20	4.23
Bihar and Orissa	866,191	804,036	+62,155	41,589	39,940	+1,509	907,780	844,026	+63,754	2.66	2.48
Central Provinces and Berar	345,447	332,130	+13,317	7,693	7,920	-227	353,140	340,050	+13,090	2.53	2.44
Assam	237,353	221,882	+15,471	9,473	7,894	+1,579	246,825	229,776	+17,050	3.2	3.02
North-West Frontier Province	50,190	50,158	+32	7,707	6,245	+1,462	57,897	56,403	+1,494	2.6	2.5
Coorg	8,405	8,155	+250	368	209	+69	8,773	8,454	+319	5.85	5.16
Delhi	17,750	15,943	+1,807	5,971	4,620	+1,351	23,721	20,563	+3,158	4.8	4.2
Ajmer-Merwara	11,126	10,620	+506	5,097	5,033	+64	16,223	15,653	+570	3.3	3.18
Baluchistan	4,989	4,559	+430	2,836	2,621	+215	7,825	7,180	+645	1.9	1.71
Bangalore	11,510	11,479	+31	882	919	-37	12,392	12,398	-6	10.5	10.5
INDIA	8,674,003	8,178,975	+495,028	642,651	612,115	+30,536	9,316,651	8,791,090	+525,564	3.77	3.48

N.B.—Scholars in teaching Univerisities and other University classes are included in this table.

(iii) *Distribution of Scholars in Recognised Institutions.*

Province.	NUMBER OF SCHOLARS IN INSTITUTIONS FOR MALES, 1924.							NUMBER OF SCHOLARS IN INSTITUTIONS FOR FEMALES, 1924.						
	Arts Colleges.*	Profes- sional College.*	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	TOTAL.	Arts Colleges.*	Profes- sional Colleges.*	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	TOTAL.
Madras . .	9,177	2,279	130,109	23,600	1,586,197	18,122	1,768,184	390	34	10,953	6,298	191,495	2,951	212,121
Bombay . .	5,896	2,712	54,238	18,593	723,424	17,112	821,955	..	..	8,481	2,801	111,797	1,969	125,056
Bengal . .	22,641	5,918	210,743	126,251	1,256,209	89,917	1,702,679	248	27	7,625	7,562	290,193	1,493	307,148
United Provinces	4,956	2,248	52,781	54,682	886,242	14,261	1,015,130	50	..	3,643	15,069	47,579	501	66,882
Punjab . .	5,527	1,641	95,611	188,885	351,440	46,933	600,243	96	30	2,448	11,579	50,426	984	65,563
Burma . .	871	155	28,543	108,357	150,276	10,270	298,542	..	..	5,744	13,943	27,013	539	47,239
Bihar and Orissa	2,600	534	30,043	39,002	715,331	13,796	801,111	8	..	753	3,111	60,308	900	65,080
Central Provinces and Berar.	1,022	344	3,861	69,560	243,588	2,433	320,808	..	..	132	4,292	19,635	260	24,639
Assam . .	1,027	83	12,609	24,797	180,117	3,048	222,041	..	..	643	3,058	11,525	46	15,272
North-West Fron- tier Province.	308	21	7,709	12,876	24,055	63	45,035	..	..	..	1,298	3,857	..	5,155
Coorg . .	..	..	761	..	6,750	..	7,511	..	..	147	..	747	..	894
Delhi . .	848	..	3,552	3,724	6,847	209	15,180	..	931	47	1,213	740	27	2,570
Ajmer-Merwara	101	..	2,291	623	6,633	172	9,320	..	..	211	619	469	7	1,306
Baluchistan . .	..	..	1,302	1,051	1,897	9	4,169	..	..	..	623	147	..	820
Bangalore . .	77	..	1,820	921	4,302	85	7,205	311	..	871	950	2,066	107	4,303
INDIA . .	55,051	15,935	636,178	677,942	6,137,557	207,260	7,729,953	1,102	134	42,216	72,416	818,047	10,084	944,050

* Includes scholars in teaching Universities.

† Includes 85 scholars in arts & science classes.

(iv) Expenditure on Education.

Province.	TOTAL EXPENDITURE.		Increase or or Decrease.	PERCENTAGE OF EXPEN- DITURE FROM					AVERAGE ANNUAL COST PER SCHOLAR				
	1924.	1923.		Rs.	Govt. Funds.	Board Funds.	Fees.	Other sources.	to Govt. Funds.	to Board Funds.	to Fees.	to Other Sources.	Total cost.
	Rs.	Rs.											
Madras	3,70,00,501	3,45,77,486	+24,23,015	45.17	10.9	21.36	22.48	8 7 0	2 0 10	3 15 10	4 3 2	18 10 10	Rs. A. P. 18 10 10
Bombay	3,28,03,286	3,11,80,382	+16,22,904	57.8	14.1	10.5	11.6	11 0 0	5 0 0	6 0 0	4 0 0	36 0 0	36 0 0
Bengal	3,44,48,307	3,31,42,296	+13,06,011	37.7	5.3	46.7	16.3	6 5 2	0 14 3	6 13 0	2 11 6	16 11 11	16 11 11
United Provinces .	3,01,50,957	2,91,44,794	+10,06,163	53.92	13.94	12.92	19.82	15 0 5	3 11 6	3 9 7	5 8 4	27 13 10	27 13 10
Punjab	2,15,53,875	2,20,33,296	-4,84,421	52.50	14.16	20.40	12.85	14 15 7	4 0 8	5 13 5	3 10 7	23 8 3	23 8 3
Burma	1,35,41,419	1,16,50,220	+18,91,199	47.32	17.41	20.98	14.29	11 8 5	4 3 10	5 1 9	3 7 8	24 5 8	24 5 8
Bihar and Orissa .	1,20,78,129	1,11,03,490	+9,69,639	38.69	23.13	21.37	16.81	3 0 0	2 11 6	2 11 1	1 11 11	10 2 6	10 2 6
Central Provinces and Berar.	88,35,773	85,85,000	+2,52,773	60.01	22.10	9.74	8.15	11 7 10	4 1 1	1 14 0	1 8 2	18 15 1	18 15 1
Assam	37,23,147	37,96,457	-73,310	60.1	12.9	17.1	9.9	9 6 5	2 0 0	2 11 2	1 8 0	15 9 7	15 9 7
North-West Frontier Province.	16,60,159	18,06,414	-1,46,255	6.0	12.2	9.8	15.0	21 10 4	4 2 11	3 5 6	5 2 5	34 5 2	34 5 2
Coorg	1,84,2.6	1,93,420	-9,124	50.35	23.32	22.12	4.21	12 5 8	5 11 6	5 6 8	1 0 6	24 8 4	24 8 4
Delhi	14,57,353	15,79,670	-1,22,317	50.0	9.3	13.8	26.9	32 2 5	8 12 1	12 5 0	14 1. 8	68 1 1	68 1 1
Ajmer-Merwara . .	5,65,612	5,38,890	+26,722	42.02	7.6	19.29	31.04	21 6 4	3 14 5	9 12 10	15 12 10	50 14 5	50 14 5
Baluchistan . . .	3,35,481	3,14,395	+21,086	59.84	14.44	14.29	11.43	40 4 0	9 11 0	9 10 0	7 11 0	67 4 0	67 4 0
Bangalore	7,77,8.6	7,56,82.1	+21,070	38.6	4.1	30.9	26.4	24 4 0	2 9 1	19 6 8	16 8 8	62 12 5	62 12 5
INDIA	19,91,11,191	19,04,04,036	+87,07,155	48.9	12.9	21.8	16.4	10 7 5	2 12 1	4 10 5	3 8 0	21 5 6	21 5 6

The table on the adjoining page showing for each province and administration the number and percentage distribution of scholars under instruction in arts colleges, in each section of schools for general education (high, middle and primary), in technical and other special schools, in professional colleges and in unrecognised institutions has been drawn up for the first time this year. It was prepared with an eye to a consideration of the question of unemployment among graduates with the object of ascertaining *inter alia* how far each province has statistically an excessively large number of students in the higher classes especially in the university classes compared with the number of pupils in the lower classes, of ascertaining in fact how top heavy the educational system of any province might have become. The number of pupils being educated in a professional or technical institution may also be compared in the different provinces and administrations by the aid of this table, which does not however show what facilities exist for professional and technical education and whether full advantage is being taken of the existing provision in each province.

Statistical
distribution
of scholars.

It will be observed that, excluding Delhi the conditions in which are exceptional, Bengal has a larger number of students reading in colleges, both arts and professional, than has any other province or administration in India as compared with the numbers reading in schools. Another outstanding feature is the large number of unrecognised institutions in Burma and in Baluchistan. The case of Burma is peculiar owing to the system of monastic education which obtains there; most of the schools in which a monastic education is given are shown under unrecognised institutions. The large figure for Baluchistan is partly accounted for by the fact that it is only within recent years that the oriental system of education has been supplemented by occidental methods; time is needed to bring the teachers and managers of indigenous schools to accept modern western ideas of education. The Punjab leads the way in the percentage distribution of its scholars reading in technical and other special schools; the large majority are reading in schools for adults.

Of the nine major provinces, five have eleven classes in their system for general school education, three have twelve classes and one has ten classes. In three provinces the primary section has four classes, in four provinces it has five, while in the other two it has six classes; in two provinces the middle sections have two classes, in four provinces they have three classes while in three provinces they have four sections, while the high school sections have two, three or four classes, the numbers varying in the different provinces. These facts must be borne in mind in endeavouring to draw conclusions from comparisons between province and province of the percentage number of pupils reading in the various sections, high, middle or primary, of a school for general education. The table gives, however, a general idea of the distribution of pupils although a comparison of the percentage figures, as they stand,

cannot be used, especially in the various sections of schools for general education, for purposes of strict statistical analysis without weighing these figures against the number of classes in each section.

One fact, however, stands out prominently, it is that in the United Provinces the number of university students reading in arts and professional colleges nearly approaches the number of pupils reading in the high school classes (88 to 114), a remarkable educational phenomenon, even allowing for the fact that the high sections of the schools have only two classes. It is in part explained by the presence in the United Provinces, at Aligarh and Benares, of the only two all-India denominational universities, in addition to the affiliating university of Allahabad, and the residential university of Lucknow

Scholars by standard of education in Institutions for Males, 1923-24.

PROVINCE.	NUMBER OF SCHOLARS UNDER INSTRUCTION IN										PERCENTAGE OF SCHOLARS UNDER INSTRUCTION IN									
	(a) Arts Colleges.*					Technical and other Special Schools.					TOTAL.					(a) Arts Colleges.*				
	High classes.	Middle classes.	Primary classes.	Un-recognised Institutions.	Profes- sional Colleges.*	High classes.	Middle classes.	Primary classes.	Un- recognised Institutions.	Profes- sional Colleges.*	High classes.	Middle classes.	Primary classes.	Un- recognised Institutions.	Profes- sional Colleges.*	High classes.	Middle classes.	Primary classes.	Un- recognised Institutions.	Profes- sional Colleges.*
Madras	(VII) 9,177	(III) 42,433	(III) 79,883	(V) 1,616,540	2,279	18,122	(V) 1,616,540	(V) 1,616,540	87,703	1,856,277	0.19	2.29	4.31	87.09	0.98	0.12	4.72			
Bombay	(VII) 3,436	(III) 36,812	(III) 100,943	(V) 695,350	2,712	17,142	(V) 695,350	(V) 695,350	51,078	878,073	0.68	3.39	11.49	76.21	1.93	0.31	5.85			
Bengal	(VII) 22,641	(III) 98,545	(III) 82,473	(V) 1,411,685	5,918	80,917	(V) 1,411,685	(V) 1,411,685	46,347	1,743,036	1.30	5.65	4.77	89.99	4.64	0.34	2.31			
United Provinces	(VII) 7,182	(III) 12,346	(III) 27,214	(V) 901,735	2,248	14,251	(V) 901,735	(V) 901,735	65,046	1,081,053†	0.67	1.14	7.14	83.41	1.32	0.21	5.11			
Punjab	(VII) 5,327†	(III) 22,235	(III) 103,503	(V) 510,384	1,941	46,933	(V) 510,384	(V) 510,384	56,294	746,747	0.74	2.95	13.96	68.35	6.28	0.22	7.57			
Burma	(VII) 871	(III) 3,922	(III) 25,183	(V) 258,101	155	10,270	(V) 258,101	(V) 258,101	207,986	506,160	0.17	0.77	4.98	50.99	2.03	0.03	41.03			
Bihar and Orissa	(VII) 2,600	(III) 17,019	(III) 18,506	(V) 749,856	534	13,566	(V) 749,856	(V) 749,856	39,450	840,541	0.31	2.03	2.29	89.01	1.62	0.06	4.69			
Central Provinces and Berar	(VII) 1,022	(III) 24,894	(III) 24,894	(V) 288,254	344	2,433	(V) 288,254	(V) 288,254	7,119	327,927	0.31	1.18	7.59	87.90	0.74	0.11	21.7			
Assam	(VII) 1,127‡	(III) 6,398	(III) 11,346	(V) 290,179	83	3,048	(V) 290,179	(V) 290,179	9,205	231,286	0.44	2.77	4.91	89.55	1.32	0.03	3.98			
North-West Frontier Province.	(VII) 305	(III) 1,173	(III) 7,503	(V) 35,064	21	63	(V) 35,064	(V) 35,064	7,120	52,164	0.39	2.25	14.39	68.94	0.12	0.04	13.97			
Coorg	(VII) 487	(III) 233	(III) 487	(V) 6,591	...	...	(V) 6,591	(V) 6,591	368	7,879	...	2.96	8.72	89.65	...	...	4.97			
Dalhi	(VII) 848	(III) 1,281	(III) 3,052	(V) 9,570	289	...	(V) 9,570	(V) 9,570	4,552	20,132	4.21	6.36	15.16	48.63	1.04	...	24.60			
Hymer-Merwara	(VII) 101	(III) 218	(III) 1,628	(V) 7,701	172	...	(V) 7,701	(V) 7,701	3,693	13,813	0.73	1.58	11.79	55.75	1.24	...	28.91			
Baluchistan	(VII) 179	(III) 179	(III) 803	(V) 3,178	9	...	(V) 3,178	(V) 3,178	2,836	7,005	...	2.56	11.46	45.37	0.13	...	40.48			
Bangalore	(VII) 77	(III) 485	(III) 968	(V) 5,900	85	...	(V) 5,900	(V) 5,900	777	7,892	0.76	6.08	12.00	70.16	1.07	...	9.73			
India	57,277	241,203	538,229	6,069,028	207,290	15,035	383,255	8,315,067†	383,255	8,315,067†	0.69	2.90	6.47	80.22	2.46	0.19	7.94			

Note.—The Roman figures (within brackets) indicate the number of classes in the various departments concerned.

(a) Intermediate, degree, post-graduate and research classes in Arts and Science (including Oriental studies).

† Includes 131 scholars in University classes.

‡ Includes 117 scholars in the Oriental College, Lahore.

§ Includes 19 scholars in an Oriental College.

¶ Excludes 19 scholars in an Oriental College in Assam who are shown under Arts Colleges.

** Most of the monastic schools are shown under "Unrecognised Institutions".

II. ADMINISTRATION AND CONTROL.

Local Bodies and other Agencies.

In Assam the great majority of the boards were oppressed by the extent of their responsibilities, which they seek to lessen rather than to increase. Their small annual increase of income does not suffice to enable them to meet all their responsibilities. It is quite beyond them to develop their schools to take over privately managed schools and to open new schools so as to meet the increasing demand for education. In the same province rules under the Municipal Act were framed and issued so that the Departmental inspectors of schools are now in the position of being advisers to local bodies. School committees have been unwilling to help themselves financially by increasing the rates of fees levied. In the Punjab the funds released by the provincialisation of certain high schools together with Government grants have not been entirely devoted, as was intended, to the expansion of vernacular education. Un-economical small schools have been closed but this closing has not been accompanied by the opening of schools in other localities where they are needed. Municipalities have followed a similar course. In Burma the two secondary school boards assumed responsibility for conducting public school examinations and are consulted on all matters affecting the schools. In the Central Provinces four District Councils were vested with the power of inspection of their schools as an experimental measure, the Government Deputy Inspectors with their staffs being transferred to the service of the Councils subsidies being granted to cover the cost of the salaries of the Deputy Inspectors and their establishments. The High School Education Act was put into operation in August and the High School Board was constituted shortly afterwards. It is noticeable that missionary societies, once in the forefront of education, are not extending their activities in the same degree as formerly. This is largely due to restriction of funds from abroad due to financial stress which has reduced the resources of the parent societies. In Bihar and Orissa the Lutheran Mission in Chota Nagpur has had to close 46 primary schools owing to a falling off in the funds which the Mission receives from America. The various Christian Missions in Bengal are reported to have rendered valuable service in the promotion and advancement of education, especially that of girls and of backward classes.

Inspection.

In Assam some sanctioned educational posts were held in abeyance with the result that there was difficulty in carrying on the work of inspection. The Director considers that very early opportunity should be taken to post officers to the vacant appointments. In Bihar and Orissa the strain of work in the offices of the Inspectors and District Inspectors remained great. In the North-West Frontier Province the difficulty of carrying out the work of inspection with a small staff has been accentuated. In Madras with effect from April 1923 Coorg and Bangalore were separated educationally from the Presidency of Madras, the Director of Public Instruction in Madras being no longer required to act as Educational Adviser to the Commissioner of Coorg. The Women's inspection branch

was strengthened during the year. In Burma the transfer of control of vernacular education to local bodies affected the work and position of inspecting officers of all grades. Inspectors of Circles in the same province and their headquarters were changed in accordance with the redistribution of Commissioners' Divisions. In the Punjab an important factor in the correlation of effort in the department was an Inspectors' Conference which was held in April 1923. The Inspectors' Conference was supplemented by divisional conferences held subsequently. Considerable additional powers were delegated to divisional inspectors as well as to heads of colleges with a view of decentralisation with a resultant limitation of references to headquarters. In the same province there is a general complaint by inspectors of the insufficiency of the allotment for travelling allowance rendering the valuable experience of inspecting officers unable to be used to its fullest extent.

In Burma the Director of Public Instruction was for two months made Secretary to Government in the Educational Department. For a month and a half he was made Deputy Secretary after which the experiment was abandoned.

Economy was practised in Assam, the Punjab and Madras by Economy. holding posts in abeyance or by not filling vacated posts. Bengal reports the abolition of a number of posts, in consonance with their scheme for retrenchment of educational expenditure. In Bombay retrenchment chiefly in training institutions was a noticeable feature of the year

III. UNIVERSITY EDUCATION.

There was a large increase in enrolment in the University classes ^{Aligarh} which has resulted in excessive pressure on the existing accom- ^{Muslim}modation. The University has established a training college for ^{University.} teachers and awarded for the first time degrees in teaching.

In this University 300 out of a total of 900 students belong to ^{Allahabad} the Law Faculty—an indication of the overwhelming preponderance ^{University.} of students studying law, the profession which is most favoured by University students in this country. The teaching staff of the University was strengthened by appointments for the study of Physics, Commerce, Sanskrit, Arabic and Persian. The two principal vernaculars in the United Provinces, namely Urdu and Hindi, have been recognised as independent subjects of study in the Degree courses of the University. The two platoons sanctioned for the Allahabad Detachment of the University Training Corps did good work during the season. The Vice Chancellor notices two disturbing elements in the life of the University, (i) the complicated constitution which keeps the minds of the teachers so engaged in the technicalities of meetings of University bodies that they have insufficient time left for their primary duties of teaching; and (ii) the absence of a permanent endowment which exposes the University to the danger of being obliged to curtail its activities as the result of an adverse vote in the Legislative Council. With

effect from August 1923—the date of the establishment of the Nagpur University—the educational institutions of the Central Provinces and Berar severed their long connection with the Allahabad University.

**Benares
Hindu
University.**

In Benares a Bachelor of Science degree in Mining and Metallurgy and an M.A. degree in Ancient Indian History and Culture were instituted, civics was introduced as an optional subject for the Intermediate examination, the Ayurvedic Department was strengthened by additional staff, a Law College was started and a University Training Corps composed of two platoons was enrolled, its recruits receiving regular training.

**Bombay
University.**

In Bombay owing to the feeling that that Presidency was not progressing as rapidly as some of the other provinces in India in the matter of University education Government had under consideration the appointment of a committee of influential educationists to take stock of the situation and to suggest reforms in the constitution and functions of the University. During the year the courses in Science, Medicine and Engineering were thoroughly revised, the courses in medicine being considered with a view to bring them, consistently with Indian conditions, into line with the requirements of the General Medical Council of Great Britain. The Intermediate Science examination has now been made the entrance test for the Engineering and Medical colleges so that these colleges are no longer required to teach pure science, provision for this work being made entirely in the Arts colleges. The length of the Engineering course has been increased from four to five years, namely, two years in an Arts college for the Intermediate Science course and three years in an Engineering college. A revised scheme of post graduate study, whereby the University undertakes the organisation of post graduate work in Bombay in certain subjects, was under consideration during the year and finally approved by the Senate of the University. The Sydenham College of Commerce and Economics is most popular. The number of students for admission being nearly four times the number of seats available. The Principal reports that most of the graduates from the College have obtained good positions in banks and commercial firms and in the Income Tax Department, and that some of them are holding responsible positions, for example, as agents of branches of the Imperial Bank of India. A degree of Master of Commerce has recently been instituted by the University and this will give a stimulus to post-graduate study and research in commerce and economics. The staff of the Royal Institute of Science has been strengthened so that the Institute has now an adequate staff based on the requirements of research and not on those of mere teaching. The Institute is well on its way to fulfil the purpose for which it was founded. All colleges in Bombay show an increase in the numbers on the roll. The rate of increase is considerably higher than the rate in the other classes of educational institutions in the Presidency. The difficulties of developing the tutorial system in view of the

large classes in most of the colleges are emphasised by college principals. Bombay reports that the influence of violent political agitation is losing its effect and that the students are settling down to the more sober conditions of pre-war days. While discipline is reported to be satisfactory one well-known educationist and politician writes that it will take some time for the old atmosphere of hard study and hard play to be re-established. There is still too much wasting of time on trifles or on profitless discussions, but public opinion is reasserting itself and it is beginning to be recognised that the proper duty of students in colleges is the acquisition of sound knowledge and the development of character.

The long deferred reconstitution of the Calcutta University on the basis of the recommendations made by the Sadler Commission is still receiving the attention of the Government of Bengal. It was not found possible during the period under review to legislate, considerable divergence of view existing between Government and the authorities of the University. A resolution was moved and carried unanimously in the Assam Legislative Council—Assam has no university of its own, its students proceed mostly to the Calcutta University—in favour of action to secure the adequate representation of the province on the Councils of the University. Apart from the larger issues raised by the proposed legislation concerning the University of Calcutta the Government of Assam have been in correspondence with the Government of Bengal in regard to a revival of the regulations for the Matriculation examination of this University with the object of giving a more prominent place to vernaculars and to practical work in secondary education. A policy which enables a university located in one province strongly to influence the trend of events in secondary education in another province is open to many and obvious objections; it may also prove indirectly advantageous to the smaller province in some respects.

There is nothing of importance reported from Dacca. It is observed, however, that a number of Assam students proceed to Dacca for advanced study and that they are warm in their appreciation of the methods of this University and of the stimulus which study at Dacca receives from the close association of the students with the teachers of their subjects.

Government established a permanent advisory committee consisting of seventeen members to act as an advisory body to them in their higher educational policy. The main duties of the Committee may be summarised as follows:—to co-ordinate the work of the two universities of Bengal; namely Calcutta and Dacca; to see that all unnecessary duplication in the work of the universities is avoided; and to ensure that all available resources are distributed between the two universities in some equitable ratio. The Committee held its first meeting towards the end of the year. In some colleges the rates of fees have been enhanced and in others, the question of their enhancement is under consideration. The cost of education has greatly increased in recent years and fees cannot remain stationary in Government colleges without depressing the

financial condition of the non-Government colleges which depend largely on fees, and which cannot easily charge a higher rate than is charged in Government colleges.

The belief in Bengal tends to increase that literary education has no market value. Weight is not attached to the cultural value of a University education by a large majority of parents and students and the reaction against a literary education is throwing large numbers into the Science courses. The prevailing dissatisfaction with literary studies is really, though disguised as a demand for science, an expression of dissatisfaction with the existing university system. It is a demand for good schools for the transformation of the colleges, especially in the Intermediate stage, into places of sound education, and for the modification of the educational system in the light of ascertained needs and existing realities. The Province of Assam reports that it cannot provide employment for all persons who take up a university course of study and that the situation grows more serious every year; one officer mentions that a graduate will accept an officiating post as teacher in a village primary school on Rs. 12 per month. Matriculates, Intermediate passed men and graduates seek employment in vain; they remain unemployed and create discontent with the educational scheme which has brought them to their present position. A Committee has been appointed in Bengal to advise on this matter of unemployment among the educated classes; the purely utilitarian outlook on a university education that is so prevalent, and the standards set up as university standards are two cardinal points that would appear to require review.

Delhi
University.

The Delhi University Act came into force on the 1st May 1922 and the constitution of the University was completed during the year under review. It started functioning with two Faculties—a Faculty of Arts and a Faculty of Science—and with three recognised colleges which were all aided institutions. The year under report was one of continuous development. The University passed a statute providing for the institution of a Faculty of Law and took charge of the science teaching of the degree classes appointing readers in Physics and in Chemistry. It approved of three new institutions for recognition as intermediate colleges and started a university library. The total number of students rose from 800 to 860. Government's approval was obtained to the establishment of a University Training Corps. The Headquarters of the University were located in a rented building. The University received a grant from Central Revenues but the financial support given to it by the public was not very encouraging.

Lucknow
University.

More than one-fourth of the total number (943) of students belonged to the Faculty of Law while more than one-fifth were reading medicine. A Committee to consider the question of research work in indigenous drugs was appointed and the scheme prepared by the Committee has been referred to the Faculties of Science and Medicine. The teaching staff was strengthened by the appointment of a Lecturer in Political Science.

While the new Madras University Act came into force in May 1923, the Senate, the Academic Council, the Council of Affiliated colleges and the Syndicate under the new Act began to function only in March 1924, the intervening period being used in forming these university bodies. Several new affiliations of colleges were granted by the University during the year and a new medical college was opened at Vizagapatam. The printing of the University Tamil Lexicon, a work which has been in preparation for some years, was taken up during the year. Vacation lectures for the benefit of teachers in schools and colleges were delivered during the Christmas holidays. The University Training Corps continued to maintain its popularity among the students of the University. The Corps was enlarged from a company to a battalion and organised in eight companies, six stationed in Madras and two in Trichinopoly. It has achieved marked success in the short period, about two years, of its life.

On the Nagpur University Act coming into operation (it received the assent of the Governor General in Council on the 6th June and was brought into force on the 4th August 1923), the Allahabad University ceased to have jurisdiction in the Central Provinces. The machinery of the Act was put in motion; a Court, permanent councils, faculties and boards were constituted and by March 1924 the University began to function in accordance with the permanent provisions of the Act. For the Degree and Post-graduate examinations of 1924 the question papers and examiners of the Allahabad University were utilised, continuity being thereby maintained. Similarly the Intermediate examinations were conducted on behalf of the University by the Board of High School and Intermediate Education of the United Provinces. There was considerable activity in the way of selecting sites and preparing plans and estimates for both college and University buildings, while changes and additions were made to college staffs.

A non-official honorary Vice Chancellor has replaced an official whole-time Vice Chancellor at Patna. The question of developing the teaching of arts and science in the vicinity of the Patna College as an alternative to a scheme for establishing a central university near Phulwari engaged the attention of Government; no decision, however, was reached thereon. It was decided that in the Matriculation examination in subjects other than English and Mathematics, the medium of instruction might be the vernacular of the candidate. A Faculty of Engineering was created; the period of study for the course for the B.L. degree was reduced from three to two years and a donation for the endowment of a readership in Natural Science is reported. A company of the University Training Corps was enrolled during the year, the number of applicants for enrolment largely outnumbering the number ultimately enlisted. In some of the colleges in Bihar and Orissa inadequacy of accommodation and a slightly increased cost of apparatus as compared with pre-war rates are recorded.

Punjab
University.

The total enrolment in Arts colleges affiliated to the Punjab University increased considerably, by 14 per cent. The University is reported to be feeling the pressure caused by the large increase in the number of examination candidates and becoming more and more on the major side of its activities an examining body. In some of the Lahore colleges the number of students in the Intermediate classes is extraordinarily large, the number in one college during the year under review being between 700 and 800. It is open to doubt whether it is possible with these large classes to secure that close individual touch between students and the senior members of the staff which is so desirable, if any permanent impress is to be made upon the students. Intermediate colleges have been established at suitable centres in the mufassil partly with a view to relieve congestion in Lahore; comprising two pre-Matriculation classes and two Intermediate classes, their enrolment has justified their establishment. The attempt of the University to provide an alternative to the Matriculation Examination by the introduction of a School Leaving Certificate examination has been only partially successful. More than 10,000 candidates appeared for the Matriculation Examination as compared with less than 1400 for the School Leaving Certificate examination. On the teaching side of its functions the University has embarked on a new venture in the opening of its first science laboratory—that of Chemistry.

Rangoon
University.

A proposal was made during the year in the Legislative Council to amend the Rangoon University Act of 1920 by the introduction of a University Amendment Bill. The Bill was referred to a Select Committee whose deliberations produced a bill which subsequently proved acceptable to the Legislative Council. Under the University Amendment Bill more representatives of the Legislative Council will join the University Council and although control of essentially academic matters is still vested in the Senate, the functions of the Council will be materially enlarged. During the year the creation of three new professorships was sanctioned, one in Geology and Geography, a second in Economics and a third in Anatomy and Physiology. The Agricultural College at Mandalay applied for recognition as a constituent college of the University and the university committee appointed to consider the request and the desirability of instituting a degree of Bachelor of Science in Agriculture recommended that the University should approve the application of the Agricultural College for recognition subject to certain conditions. The number of Burmese students which had been disproportionately small increased from 200 to 400. In this University as in several others in India students are preferring to take a course in science rather than a course in arts.

Statistics of
Universities.

Some general statistics of the Universities in India are given in the following table:—

Statistics of Universities in India.

17

University.	Type.	Date of Foundation.	Faculties.	ANNUAL STATISTICS.			REMARKS.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Graduates in Arts and Science.
1. Calcutta	Affiliating	1857	A., Sc., L., Eng., M.	1923-24	1,314	23,010	2,859
2. Bombay	Affiliating	1857	A., Sc., L., M.	1923-24	538	11,214	870
3. Madras	Affiliating and Teaching.	1857 and 1923	A., Sc., Ed., Ag., L., Eng., M.	1923-24	1,102	15,411	1,844
4. Punjab	Affiliating	1882	A., Sc., O., Ag., Com., L., M.	1924	39	22,433	1,354
5. Allahabad	Affiliating and Teaching.	1887 and 1921	A., Sc., Ec., Com., L.	1923-24	245	2,373	488
6. Benares Hindu	Teaching	1916	A., Sc., O., L., Th.	1923-24	156	1,887	181
7. Mysore*	Teaching	1916	A., Sc., Eng. and Tech., M.	1925-26	141	1,460	230
8. Patna	Affiliating	1917	A., Sc., Ed., L., Eng., M.	1925	229	2,847	301
9. Osmania*	Teaching	1918	A., L., Th.	1923-24	37	530	52
10. Aligarh Muslim	Teaching	1920	A., Sc., Ed., O., L., Th.	1923-24	42	882	180

Also undertakes teaching in certain subjects.

....

.....

Also undertakes teaching in certain subjects.

....

Also undertakes teaching work. The teaching staff of affiliated institutions is not included.

The teaching side comprises 80 teachers and 1,005 students.

15 graduates in Oriental Learning and Theology are excluded.

.....

....

Faculty of Arts includes science, 2 graduates in Theology are excluded.

There are no Faculties in Departments of Studies in various subjects (18 in number).

* Outside British India and incorporated by legislation in an Indian State.

Statistics of Universities in India—contd.

University.	Type.	Date of Foundation.	Faculties.	ANNUAL STATISTICS.				REMARKS.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Graduates in Arts and Science.	
11. Rangoon .	Teaching	1920	A., Sc., Ed., L., Eng., M.	{ 1922-24 1924-25 }	105 121	803 1,301	71 62	There are no Faculties but Boards of Studies in 8 subjects.
12. Lucknow .	Teaching	1920	A., Sc., Com., L., M.	1925-26	104	1,197	125	
13. Dacca	Teaching	1921	A., Sc., L. . .	1923-24	86	1,311	310	B. Com. and B. T. Degrees are included in the number of Graduates. Also 121 students of the Dacca Medical School, who attended classes in Physics and Chemistry at the University, are included in the returns.
14. Delhi .	Teaching	1922	A., Sc., L. . .	1924-25	70	1,224	147	Only 5 teachers belong to the University and the rest belong to the staff of the Constituent Colleges.
15. Nagpur .	Affiliating	1923	A., Sc., Ed., Ag., L. .	1923-24	79	1,017	(No examination in 1923-24.)	Also undertakes teaching in Law.

ABBREVIATIONS.—A. = Arts; Sc. = Science; O. = Oriental Learning; Ec. = Economics; Ed. = Education; Ag. = Agriculture;
 Com. = Commerce; L. = Law; Eng. = Engineering; M. = Medicine; Th. = Theology; Tech. = Technology.
 N.B.—The teaching of the "affiliating" Universities is carried on by the staffs of their Constituent Colleges, but generally the Universities themselves provide instruction in certain branches of higher education as required by the Universities Act of 1904.

IV. INTERMEDIATE EDUCATION.

The Calcutta University Commission argued in 1919 that the right development of University work demand a reorganisation of higher secondary education and that for this purpose it was necessary that the work done in the intermediate classes of the University should be transferred to institutions of a new type which should be called intermediate colleges. In consonance with this recommendation some of the University Acts, passed after the publication of the Commission's Report, provide for an immediate or ultimate separation of the intermediate classes from the degree classes. The Madras University Act, 1923, for instance which was introduced on the 1st May of that year, lays down that students shall not be eligible for admission to a course of study for a degree unless they have passed the Intermediate Examination in Arts and Science of Madras and that if the local Government is satisfied that other adequate arrangements have been made for the supervision and control of institutions preparing candidates for the entrance examination direct that the Madras University shall cease to exercise any control over the recognition of such institutions. There is however no indication as yet that any steps have been initiated with the object of separating Intermediate classes from University control. The Dacca University Act has disassociated the Dacca University from intermediate education and a Board of Intermediate and Secondary Education controls such education within the territorial limits of the University. Similarly, the Allahabad, Aligarh Muslim and Lucknow University Acts confine the activities of these Universities to post-Intermediate instruction. There are two Boards of Intermediate and Secondary Education in the United Provinces one operating within the jurisdictions of the Allahabad and Lucknow Universities, the other operating within the territorial limits of the Aligarh Muslim University. The intermediate classes under the control of the former are still mostly housed in the same buildings as the degree classes of the Allahabad University and a report comes from the United Provinces that the future of the intermediate classes in degree colleges is still under discussion, that it seems probable that financial considerations will prove decisive and that it will not be possible for some years to come to relieve degree colleges of these classes and to separate intermediate education from a university course of studies. Intermediate colleges in the United Provinces comprise ten classes and are found difficult to manage. It is proposed to take the opportunity, where possible, to organise the lower classes as separate junior schools. The Intermediate College of the Aligarh Muslim University has already given a lead in this direction. It has four classes corresponding to the two highest of the ordinary high school classes and two intermediate classes. There is yet another University Act, *viz.* The Delhi University Act, which restricts the control of the Delhi University over intermediate education to a period of five years and to such further period as the Governor General in Council may direct. This period of five years is still current.

The Calcutta, Bombay, Punjab, Benares, Hindu, Patna, Rangoon and Nagpur Universities still control their intermediate classes. It was not found possible during the period under review to legislate in Bengal in order to provide for the separation of intermediate education from post-intermediate instruction on the basis of the recommendations of the Calcutta University Commission. Intermediate education in the Punjab, though still continuing to form a part of University instruction, is being gradually separated from post-intermediate instruction partly to relieve the congestion of students at Lahore. Intermediate colleges are accordingly being established at suitable centres in the mufassil. The Board of Intermediate and Secondary Education of Dacca have added elementary economics to their list of Intermediate subjects and have instituted an oral test in English.

V. SECONDARY EDUCATION.

General.

Except in Bengal where there was a further decline due to the extinction of middle vernacular schools for boys there was a general increase in the total number of secondary schools, high schools, English middle schools and Vernacular middle schools throughout India. The slight decrease in the number of Government and aided vernacular middle schools was much more than counterbalanced by the considerable increase in this class of school under the management of district boards and municipalities, especially the former. The number of boys reading in secondary schools has also shown a considerable all round increase. The amount spent on secondary education has also increased on the whole although slight decreases are shown in the expenditure by district boards and municipalities and from private sources on high schools and middle English schools. Local bodies have, however, increased their expenditure very considerably on vernacular middle schools. Bengal put forward a plea for additional funds for the wide extension of the grant-in-aid system as applied to secondary schools. In this province an exceptionally large number of high and middle schools is unaided.

Boards and Examinations.

In the Central Provinces the High School Education Act was brought into operation and a High School Board constituted. This board, composed of 31 members—a very large number for a Board with executive powers—is of a representative character and has provided an opportunity of bringing public opinion to bear in an increased measure on the problem of secondary education. On the other hand, accepting a policy which goes in a different direction, regulations were sanctioned during the year in Bihar and Orissa for the transfer of the management of the school leaving certificate and matriculation examinations to a University Examination Delegacy for secondary schools; while in Bombay the school leaving certificate examination was held for the last time in March 1924 by the Joint Examination Board. This Board was originally constituted with the main object of conducting the school leaving certificate examination. It has not altogether fulfilled the hopes

which had been entertained when it was first instituted with the result that the Government of Bombay have decided that they will accept the Matriculation examination of the University as a qualification for Government service and agreed to the conduct of that examination being resumed by the University. It is accepted in Bombay that the standard of education not only in the University but also in the secondary schools depends on the standard of the Matriculation; the dominating influence in higher education in Bombay is thus to be the University which frames the Matriculation syllabus and conducts the Matriculation examination. In the North-West Frontier Province the chief event in secondary education was the revival of the Anglo-Vernacular Middle Standard examination. The restoration of this test was welcomed and it is hoped thereby to improve the general efficiency of education in that province. From Assam, which is the only province in India without a university of its own (excluding the North-West Frontier Province) comes the complaint that the Matriculation examination of the Calcutta University, which examination is taken by high school students of Assam at the end of their school course, is of much too low a standard. It prevents schools aiming at a higher standard which they can easily achieve and attracts to university courses and to professional or clerical pursuits boys who have not the proper aptitude for study. The question of the relative responsibilities of a Government and of a university for the higher education of boys does not yet in actual practice seem to have been satisfactorily solved throughout all India.

From the Central Provinces and from Burma we find traces of the after-math of the non-co-operation movement which resulted in the establishment of many "national" schools. The Central Provinces report generally the collapse of national schools and the existence of unrecognised private cramming institutions, which prepare candidates for the Punjab and Calcutta University Matriculation examination. The enrolment in high schools would have shown a much larger increase but for these cramming institutions. In Burma reconciliation was affected between the Council of National Education and the school system existing in that province and by the consequent relaxation of the school boycott. Under the terms of agreement the Council of National Education secured independence of control and freedom to choose its own curriculum and text books. The reconciliation was not quite complete since conflict existed in some areas between the supporters of the national movement who favoured receipt of grants-in-aid from Government and those who did not with the result that there was much overlapping of educational facilities.

The number of trained teachers of requisite qualifications does not equal the demand. The Central Provinces report that one of the main needs of aided schools in the Province is the recruitment of trained teachers of the requisite qualifications. Managers are not always prepared to pay adequate salaries for trained teachers. In general there are many complaints of inadequacy of

National and
Unrecognised
Schools.

Staff, Provi-
dent Funds
and Endow-
ments.

pay, insecurity of tenure of office, delay in the payment of salaries and too frequent changes of staff, all of which conduce to inefficient work. Several governments have done something to improve matters by the establishment of aided provident fund schemes. The United Provinces have introduced a Provident fund scheme while Bengal is considering such a scheme.

The finances of aided schools are frequently inadequate, Permanent endowments are greatly needed if schools are to be run efficiently, for without endowments a sufficient income is not assured to meet the recurring expenditure of secondary schools, suitable teachers cannot be recruited and retained unless additional funds are forthcoming from endowments, from Government (and this will generally involve additional taxation) or from an increase in the rates of fees. Endowments have, it is true, been generous in some parts of the country but if aided education is to flourish endowments should be much more general and much more generous. In the Central Provinces fees have been raised with no effect on enrolment. In some parts of the country the increase in the rates of fees does not appear to have been effected proportionately to the increase in the general cost of living.

Medium of
Instruction
and English
Instruction.

Experiments have been tried with a view to imparting instruction up to the Matriculation standard through the medium of the vernacular. From Bengal, however, we find it reported that the unpopularity of a purely vernacular education chiefly accounts for a large decrease in middle vernacular schools in that province. In the Central Provinces the vernacular was introduced as the medium of instruction in several high schools under public management but schools which maintained two or more sections in the high school classes were permitted to impart instruction through the medium of English in one section if there was a substantial demand for that medium while aided schools were allowed a free hand in the choice of the medium of instruction. During the year two schools which had introduced the vernacular as the medium of instruction in the previous year abandoned it and reverted to English. The attitude of the general public towards this question was anything but uniform and it has further complicated problems of administration, especially in the areas where there are two main vernaculars. In Bihar and Orissa Government issued orders on the report of a committee appointed to consider primary and secondary education which resulted in a modification of the University Regulations to the effect that in the Matriculation examination, in subjects other than English and mathematics, the medium of examination after the year 1928 may be the vernacular offered by the candidate for composition. That Government decided to try the experiment of teaching one section of some high schools which had duplicate sections through the medium of English as at present, and the other through the medium of the vernacular spoken by the largest number of pupils. Experiments are also to be made to see how far it is possible for one teacher to give instruction to a class through the medium of two vernaculars at the same time, for example Hindi and Urdu or Bengali and Oriya. The

problem of the medium of instruction in secondary schools in India is one upon which experiments are being freely made and which will be solved satisfactorily only by the recognition of the facts that the educated man in India should be bilingual, and that the local culture should not be obliterated which it would be if free expression were given to the view that English should be used as the sole medium for interchange of thought. There persists, however, a large demand for instruction both in and through the medium of English all over the country. From the North-West Frontier Province comes the statement that practically all schools that teach English are full to overflowing, a demand for the establishment of this class of school having shown itself in widely distant places. The Central Provinces report a demand for English instruction coupled with the fostering of the idea that vernacular middle schools should be regarded equally with Anglo vernacular middle schools as preparing boys for high schools; as a result a considerable demand has arisen in some parts for the teaching of English in Vernacular Middle schools maintained by local bodies. A similar report comes from the United Provinces. From Bombay we hear that secondary education is spreading with considerable rapidity, but that this extension of secondary schools with a growing desire for English education appears to have resulted in a lowering of the standard in that province; parents of very moderate means are no longer satisfied with a purely vernacular education for their children and have a mistaken belief that if they acquire some knowledge of English their future is assured. The general effect of this tendency is disquieting to the Bombay authorities. The demand for English instruction exists even though a sufficient supply of suitable teachers is not available; nor are funds sufficient to employ them.

The Dalton Plan has been introduced in the United Provinces ^{Methods.} and also in Assam with satisfactory results. There appears to be a growing tendency to foster such extra-school activities as Education Societies, co-operative societies, first aid lecturing and scouting. Lectures on first aid and hygiene have been either continued or revived while classes held under the auspices of the St. John's Ambulance Association have been successful. Special classes for teachers in nature study and in physical training have been held in Bombay. Such classes intended to extend the knowledge, to widen the experience or to refresh the memory of teachers are invaluable.

A scheme for training drawing masters as vocational instructors ^{Vocational Training.} in engraving, wood work, etc., was given effect to in Madras. Bengal regrets that the general demand for giving a bias in a less literary direction to the school curriculum has not increased the popularity of the classes formed to comply with this demand. So long as they compete with an easy Matriculation and do not lead to the University little change in the present state of affairs can be expected. The Dacca Vocational Education Committee submitted its report which is under consideration. The report

makes it clear that vocational education cannot be cheap and that it is a waste of money and labour to prepare students for vocations that do not exist or that are already over-stocked. It disabuses the amateur educationist who would introduce vocational education into high schools as any thing but a part of the general educational process, and throws doubt on the belief of the Sadler Commission that at the intermediate stage vocational education can be so combined with general education as to produce a worker competent to earn his living with the vocational training which he has undergone at the close of that stage. In the Central Provinces a resolution was issued on the report of the Vocational Education Committee. One of the points emphasised in the resolution was that in order to effect a closer co-ordination between technical education and other branches of education, all forms of education should be brought under the control of one Minister (the Minister of Education), and that, in respect of technical education, the Minister should be assisted by a consultative committee consisting of the Director of Industries, the Director of Public Instruction, the Director of Agriculture and two others nominated by the Local Government. As a result a consultative committee was subsequently constituted to advise the Minister of Education in regard to technical education.

Music.

The subject of Indian music is occupying the increasing attention of schools, both Indian and European, and the Gayan Samaj of Poona is trying to introduce some form of notation, and generally to systematise the teaching of music in schools.

Religious Instruction, Moral Instruction and Discipline.

Religious instruction is given in schools in many parts of India and discipline is generally satisfactory. It is noted, however, that the discipline and restraint to which boys are subjected while living in hostels is one of the reasons for their unpopularity in Bombay. The Indian boy prefers the free life of the bazar hotel. Community hostels are reported to be successful in Bombay. The Punjab, on the other hand, remarks that the suggestion that communities should co-operate in efforts to economise by building separate hostels, instead of separate schools, has not met with the measure of success which was hoped for. In some parts direct moral teaching has fallen into disuse as being uninteresting and of little value. Other activities aiming at indirect moral teaching, of which scouting is one of the most prominent, are being developed.

Medical Inspection.

The medical inspection of pupils has been receiving some attention. In the United Provinces revised rules have been brought into force and a tendency to demand that medical attendance and medicine during illness shall be free is observable—a demand which cannot be justified. In Assam there is a demand for the replacement of the present system of unremunerated examination by the officers of the Medical Department which is very limited in its scope by a system similar to that adopted in Great Britain. The financial effect of the adoption of such a system would be very large and at the present time possibly beyond the reach of most provincial governments. A scheme

which divides the cost of medical inspection between the Government, the management of the school and the pupils has been satisfactorily worked out in some parts.

Although several new buildings for schools have been constructed and extensions made, very much yet remains to be done. Many schools are unsatisfactorily housed and more hostel accommodation is necessary in many places. Buildings.

There has been a general extension of the Boy Scout Movement in nearly every province in India, the movement gaining ground in vernacular as well as in English schools. It has enlisted considerable public sympathy and is beginning to acquire an influence in school life. School masters are united in the praise of the good influence of scouting on scouts and their fellows. The chief difficulty at present is an insufficient supply of qualified scoutmasters. The Girl Guides Movement, which at first interested only European schools, has of late years made considerable progress in schools for Indian girls, especially in Bombay. Public opinion favours the association, the Indian public in particular showing in Madras great interest in starting new centres and in having Indian officers trained. The movement is arousing considerable interest among teachers as well as pupils. The lack of suitable officers tends however to handicap expansion but an increasing number of officers are being taught their work at training schools and in camps. Boy Scouts and Girl Guides.

Many provinces report that their systems of physical education are not altogether satisfactory or not so fruitful of results as might be wished. The utility of well organised games as well as of drill as an important factor in education has yet to be realised by the majority of school authorities. Madras reports the deputation for training in the Young Men's Christian Association School of Physical Education of a special officer with a view to his being appointed after training as Assistant Physical Director in order to ensure more effective coordination and supervision in physical education throughout the province. Burma reports that proposals are under consideration for the appointment of a special officer to advise on physical training. Bengal reports that a six weeks training course for drill and gymnastic teachers was held in Calcutta. The United Provinces report that an athletic league was successfully started in Lucknow. Burma reports that the services of a half-time Physical Director were obtained from the Young Men's Christian Association. Bihar and Orissa, report a short course for drill masters and for students in training schools. The Punjab also reports that steps have been taken to get younger assistant district inspectors trained at a summer school of physical training, but that lack of funds has restricted expenditure in carrying out their policy to have competent supervisors in each district. Physical Education.

VI. PRIMARY EDUCATION.

The number of primary schools shows an increase under all classes of management, the total increase being 5,335 schools for Numerical.

boys and 663 for girls bringing the number of primary schools for boys up to 144,430 and for girls up to 23,583—a total increase of 6,000 primary schools, denoting very satisfactory progress. This increase is, however, not shared by the North-West Frontier Province, the Punjab and Burma. The local bodies in the Punjab have been encouraged, in view of financial stringency, to consolidate the position so far gained by filling existing schools rather than to increase their commitments by starting new schools. The number of pupils also shows a considerable increase, namely, of more than $3\frac{1}{2}$ lakhs of pupils in primary schools for boys and girls combined. The Bengal report observes that of the total male Hindu population 5.5 per cent. and of the Mohammedan population 5.07 per cent. were in primary schools—the two main communities of the province taking almost equal advantage of the opportunities offered for primary education. It may be observed *en passant* that the term “elementary education” is used in Bombay for education imparted in infant classes and vernacular standards I to IV inclusive and that in that presidency the term primary education includes education given wholly through the vernacular in all vernacular standards up to and including standard VII. The statistics are to be read in the light of this remark.

General and
Local Board
Educational
Finance.

Expenditure has also increased by nearly 28 lakhs of Rupees, the increase being slightly less than that noted in last year's review in the case of primary schools for boys, but considerably more in primary schools for girls. The percentage of expenditure from Government funds and from “other sources” has increased while the percentage of expenditure from Board funds shows a decrease. The total cost per scholar has decreased by eight pies being now Rs. 7-13-3 per head in schools for boys. It has, however, increased by five annas per head in primary schools for girls being now Rs. 10-6-5 per head. A girl's education is one-third more expensive than the education of a boy.

Large subsidies were contributed during the year to local bodies in most provinces for payment of grants of various kind in aid of primary education, the subsidies being in many cases larger than those granted in the previous year. Bihar and Orissa report the division of district boards into three classes for the purpose of payments of grants, the classification being made in accordance with the assessed income per thousand of population. The United Provinces report that proposals for a three years' contract with the district boards were worked out, the savings that accrue to the boards from the recurring allotments being transferred to an education fund to be utilised on non-recurring charges. In the North-West Frontier Province the attention of the district boards was drawn to their tendency to economise in their expenditure by curtailing educational facilities. It was pointed out to them that further economy at the expense of the educational budget was not permissible. This reminded the district boards of their responsibilities and produced a salutary result, savings in recurring charges being earmarked for non-

recurring educational expenditure, such as the provision of new or the improvement of old buildings.

Madras reports that sanction was accorded to the levy of the education cess in the areas under the jurisdiction of fifteen taluk boards and six municipal councils and that at the end of the year there were seventy taluk boards and sixteen municipalities levying the cess. Six municipalities introduced compulsion during the year in addition to the seven that had introduced it in the previous year. Bihar reports that compulsion is in force in only one municipality, Ranchi, and that compulsion is really beginning to be effective, a sub-inspector of schools having been placed in charge of the municipal area, the municipality itself having appointed a second attendance officer. The Central Provinces report that compulsory primary education was introduced in five villages and in one municipality and that a scheme for the application of compulsion in six other villages was sanctioned during the year. While progress in the actual introduction of compulsion has hitherto been slow there are signs abroad of healthy activity, especially in some of the larger municipalities. The Government of the Central Provinces realise that compulsion on a large scale is at present a counsel of perfection and that in the cautious application of the compulsory principle they see the best hope of achieving general literacy. They opine that compulsion should be applied in the first place in municipal areas, and in those places in rural areas where its application will be attended with least difficulty. They deprecate the adoption of measures like the double shift system which, while it might facilitate the introduction of compulsion, would certainly lead to a deterioration in the standard of primary education, especially since the primary course is reduced from five to four years. Government were anxious to facilitate the introduction of compulsion by amending their Primary Education Act; their efforts in this direction were however rendered abortive by the action of the Legislative Council in throwing out without discussion and for political reasons the amending bill. In the United Provinces there has been much progress by municipal boards since the introduction of compulsory primary education for boys in their municipalities. Several local bodies in that Province introduced compulsion on the terms offered by Government, namely, Government undertook to pay two-thirds of the extra cost involved including the cost of remitting fees, and also the total cost of bringing the minimum pay of the teachers employed in boys' vernacular schools up to the standard of pay prescribed for district board teachers, provided that the total contribution made by Government to the municipal board did not exceed 60 per cent. of the total cost of primary education for boys in the municipality. The progress reports received from the inspecting officers show that the administration of schools in municipalities which have introduced compulsion has considerably improved, that their staff and equipment are adequate, and that the boards have generally complied with the regulations on the subject. Enrolment

General policies, Education Act, Compulsion and Local Bodies.

has increased and the boards concerned showed a willingness to act on the advice of the inspecting staff when minor defects were brought to their notice. In the Punjab compulsory education was enforced at the close of the year in 14 municipalities and 156 rural school areas, its adoption being accompanied by very gratifying results. The cost of compulsion has not proved so great as was at first anticipated. Government undertook in the case of municipalities to contribute, in addition to existing grants, half of the additional cost involved subject to a maximum of Rs. 5 per annum per head of additional attendance and in the case of district boards to contribute to the increased cost in accordance with the grade at which the board is rated. The results achieved show that compulsion is the surest and most economical method of advancing literacy in the Province. Bengal regrets that district boards and municipalities are not showing a desire to accept the Government's promise to contribute one-half of the recurring and capital expenditure required for starting central primary schools. The Director regrets that it is not generally recognised that Bengal cannot get universal literacy without the expenditure of a large sum of money and that this money must come out of the pockets of the people. When this is universally recognised, both by members of the Legislative Council and by members of district boards and municipalities there will be some hope of advance. It is reported that the condition of primary schools in Calcutta continues to be unsatisfactory and that nothing but a dominant and overmastering resolution on the part of the whole literate and well-to-do classes that illiteracy must and shall end within a reasonable time in the second city of the Empire accompanied by its necessary concomitant, a willing and ungrudging assumption of the financial burden involved, can ever solve the problem of primary education in Calcutta. That Province further remarks that there is a consensus of opinion that the measures desirable to wipe out the serious defects of the present system of primary education are:—an increase in the pay of teachers; the appointment of a larger number of trained teachers in existing primary schools; the restoration of the public examination; and the introduction, wherever possible, of free primary education.

Mainly owing to the complexity of the rules which were framed under the Primary Education Act and the need for careful scrutiny of these rules by Government, Bombay could not bring the Primary Education Act into operation during the year. Draft rules were, however, published and local bodies consulted. The rules were published in October but it was considered undesirable to transfer the management of primary education to local bodies just prior to the holding of elections under which the personnel of the bodies would probably be changed under the New Local Boards Act. A primary education bill was circulated for opinion in Assam. It was recognised by almost all local bodies that compulsion, if it were to be introduced, could be introduced only gradually and with circumspection and that direct taxation

would be an exceedingly unpopular measure. With the dissolution of the Legislative Council the bill lapsed. The work of district school boards in Burma was watched with the greatest anxiety. These boards were handicapped by the absence of administrative traditions and precedents, and of regulations to guide them, as also by their own reluctance to use the advice of the inspectors and deputy inspectors. Towards these boards the inspecting staff, with very few exceptions, understood their new position and discharged their new duties, which were purely advisory, satisfactorily. An experimental year of practically unchecked control allowed the local education authorities to make instructive, if at times unsuccessful, experiments in the methods of disbursing teachers' salaries. It also taught most of them that without the help of the Inspectorate they cannot carry out their duties satisfactorily. All school boards learnt the important financial lesson that one must cut one's coat according to one's cloth. The defects recorded on their working are mainly, delay in the despatch of business, reluctance to delegate necessary powers to their chairman, the exceeding of statutory powers in executive action, unsuitable methods of disbursing teachers salaries and failure to make full use of their power of co-option. Their work is nevertheless generally commended. Most of them undertook their new duties with real keenness, steadily mastering details and acquiring a sense of responsibility. Considering the difficulties confronting them they carried out their first year's work with remarkable success. The Central Provinces regret that comparatively few local bodies responded to an invitation to attend a conference, opened by the Minister of Education and held in an endeavour to foster co-operation between the department and local bodies, the subjects of discussion including several in which the chairmen of district councils and municipalities were closely interested.

Considerable assistance has been given in some provinces by the Co-operative Department, assistance of the greatest value both in the encouragement of compulsory education for boys and in popularising schools for adults. In the Punjab that Department has induced the members of a co-operative society to form compulsory education groups, the members agreeing to send their children to school for definite periods and making themselves liable to the penalty of a fine if they do not conform to the rules of the society regarding compulsion. A number of thrift societies has also been formed among village teachers—a measure which makes for stability and contentment—in the Lahore Division of the Punjab. From the Patna Division of Bihar and Orissa it is reported that it is still difficult to secure managing committees for primary schools but that in a few cases co-operative banks are successfully managing such schools.

The Central Provinces report the inauguration of an important experiment in the direction of enlarging the control of district councils over that branch of education with which they are

Inspection.

concerned. The power of inspecting their own schools was handed over to some district councils, some Government inspecting officers being transferred to their service. Bombay refers to the difficult problem of the future of the inspecting staff. Primary schools of district local boards are at present managed generally and inspected by officers of the Education Department. Under the Bombay Primary Education Act, they will be managed and supervised by officers of the district local boards, Government retaining a small inspecting staff to ensure that a satisfactory standard of instruction is maintained and to advise on educational questions. The amount of power of action and control which should remain centralised in a Government which provides large funds, and the amount which can be devolved or delegated to local agencies depend very largely upon the experience and ability of the body to which power is delegated; the extent to which Government can withdraw from inspection of schools is a matter which can give rise to considerable discussion. It is a complex of many factors of which immediate educational efficiency is but one.

**Duration of
School life.**

Bihar and Orissa report that the duration of the primary school course has been shortened from six years to five years. Several provincial reports refer to the concentration of children in the lower classes of schools and to the wastage in educational effort. More than one-half of the pupils reading in the primary classes are concentrated in class I. Apart from a consideration of teaching staff and of educational policy, economic and social causes combine to retard the progress of literacy especially among the backward and agricultural classes of the people. They cannot afford to keep their children long at school as they are required to assist their parents in household work at home or in outdoor work in the fields or in factories, while education, especially higher education, was—and still is—in places, considered either by custom or by tradition to be the monopoly of certain sections of the community. The result is that most children attending school never reach the stage of 'literate' and many who aspire to comparative literacy relapse into illiteracy very soon after they leave school. In this matter it is the parent who has to be educated; he has still to realise that the permanent advantage to his child of becoming literate is greater than his immediate economic value in tending cattle. The immensity of wastage in educational effect is seen when reference is made to a simple method of calculating educational efficiency—a method which measures the *effective* duration of school life and not merely the actual duration of school life. It is of little use in the task of breaking down the widespread illiteracy of the country if a boy remains at school for four years spending his whole time in the same class, even though his actual duration of school life is four years. If, however, the same boy, still spending four years at school, spends only one year in each of the standards I, II, III and IV he has at the end of four years reached a stage of comparative literacy and is of advantage to himself and to the state. In the former

case the effective duration of school life is only one year, in the latter case the effective duration is four years, though in both cases the actual duration of school life is four years. The true measure of educational efficiency is the effective duration of school life and not the actual duration of school life. The statistical calculation of a figure which measures educational efficiency and which is based upon the effective duration of school life is beyond the scope of this review. It is sufficient, however, to state in general terms that the greater is the wastage the less is the effective duration of school life, the less is the educational efficiency and the less is the trust we are able to put in educational policies which result in great wastage. A measure of the wastage, which diminishes educational efficiency, is obtained by comparing the number of pupils reading in any standard, say the 3rd standard, with the number of pupils who read in the immediately junior standard, say the second standard, in the previous year. A perusal of the following table will show that out of nearly $3\frac{1}{2}$ million pupils reading in class I last year a number less than $1\frac{1}{4}$ million, or only about one out of every three pupils, is reading in class II in the year under review. Out of nearly twelve lakhs of pupils reading in class II last year less than nine lakhs are reading in class III in the year under review, that is about 3 out of every 4 pupils, while out of $8\frac{1}{2}$ lakhs in class III in the previous year just a little over six lakhs are reading in class IV in the year under review, again about 3 out of every 4 pupils. The wastage in educational effort—consisting of deaths, of non-promoted pupils and of pupils who leave school—is immense and most educationists are of opinion that there is no solution to this problem of wastage in educational effort in India but compulsion. The total wastage of educational effect and its concurrent dissipation of educational funds in the primary classes is about fifty per cent. of the total energy put forth.

—	Year 1922-23.	Year 1923-24.	Wastage.
Class I	3,453,046	3,685,792	..
Class II	1,184,318	1,218,758	2,234,288
Class III	833,303	874,760	309,558
Class IV	593,301	619,760	213,543
TOTAL .	6,063,968	6,400,070	...
Class V	298,403	333,702	259,599

Several provinces have their curricula under revision. The Punjab reports the appointment of a committee to consider and report on vernacular courses with a view to their simplification Curricula.

and general improvement. This province emphasises that the subject matter taught and the methods of instruction pursued should be such as to bring the work of a primary school into the closest relation to the life and experience of the pupils, that the acquisition of suitable knowledge and the attainment of literacy should be the main objectives of the course, and that the syllabuses should be framed with due regard to the limited capacity of the teacher and to the time at his disposal for the work with which he is entrusted. It considers that simplification should be attained by reduction of "subjects" to the three R's and physical training. Steps have been taken whereby the examination of the boys in the fourth class is conducted by the district inspecting staff, the character of the test being one which will ascertain the extent to which literacy has been acquired. Bengal reports that geometry has been excluded and that the introduction of English as an optional subject has proved to be generally popular. Bombay reports experimental work done in an aided missionary school on the project method, each standard being given a definite piece of work to perform during the year, the code studies being grouped around this piece of work.

The shift system.

It is interesting to note that the shift system by which the school is held in two sessions, part of the pupils attending in the morning session and the remainder in the afternoon session, though tried in Bombay with the object of minimising the problems of the one-master school has not yet been very successful; the villagers do not favour it partly because they fear that their children are not receiving sufficient schooling, and partly because the children are off the hands of the parents for too short a period. As observed above the Central Provinces deprecate the adoption of the shift system.

Vocational training.

Extremely few educationists would support the introduction of definite vocational training into primary schools though none would fail to support a local or pre-vocational bias being given, so far as this is possible, to the instruction imparted. Most provinces recognise that the chief aim of primary instruction is to break down the illiteracy of the people. Bombay reports a bifurcation of studies from vernacular standard V upwards, the experiment being tried in a few schools. The object is to give village boys a form of instruction which will be useful to them in their life as agriculturists. The course, however, is prevocational rather than vocational. The results so far attained have been promising. It will however take time before the value of the training can be accurately assessed. The United Provinces report an experiment in combining with education a training in agriculture, a farm of 250 bighas being attached to the school. The Mission which conducts this school has determined to educate the children in a way that will not alienate them from the land, that will help them to improve agriculture on their small holdings and will enable them to raise the standard of living in their homes by their own efforts. It aims at imparting a sound elementary education in the vernacular combined with instruction in

farming, carpentry, basket weaving and blacksmithy and also at giving instruction in the auxiliary industries in order to enable the scholars to repair their own implements, furniture and houses. The progress of the experiment is being watched with interest.

A demand for the restoration of a public examination at the close of the vernacular school course continues in Assam while Burma reports that promotion examinations are no longer to be made by departmental inspecting officers but by managers of schools who are prepared to accept this responsibility. Examinations.

An increase in the number of trained teachers employed is reported from several provinces. It has been generally recognised that extension of education requires additional teachers and that training facilities have to be increased with the object of increasing the number of trained teachers *pari passu* with an increase in the number of schools and of pupils receiving elementary education. The Punjab, however, calls attention to the great care that is necessary to discriminate between teachers who take up teaching as their life profession and are likely to prove of real use and a permanent asset in educational work and those who desire to teach only temporarily as an alternative to unemployment. This problem is a common one in all classes of institutions and in all countries of the world. A question which is always with us and which is always arousing a greater or lesser degree of controversy is the pay of teachers. Their pay has been revised and increased, in places. The cost involved in even a small increase is however so immense—the number of teachers in primary schools alone exceeds a quarter of a million—that many provinces are not financially in a position seriously to consider the ways and means of raising pay to the extent necessary for increasing largely the supply of contented efficient trained teachers. Bombay reports that the scales now sanctioned in that province appear more favourable than those in force in other provinces and in the neighbouring Indian states. Several Inspectors of schools complain that the grant of time scales of pay to primary-school teachers has resulted in a falling off in efficiency, there being now less incentive to good work than formerly when the pay was fixed with reference to the responsibility of the post and when promotion was made by selection. Minima and Maxima have been laid down in Bombay on the one hand to safeguard the interests of the teachers and on the other hand to guard against possible extravagance, the pay of teachers recruited after the Primary Education Act comes into operation being fixed in Bombay not by Government but by the local authorities. Staff.

Burma reports that very little money was spent by local authorities on vernacular school buildings and that the need for them is pressing in Rangoon. In country districts, it is not so urgent because school buildings can be cheaply provided if villagers are keen on their schools and will help in their construction. The provision of buildings does much to render schools stable and to ensure that they will open to all classes of the community alike. Buildings.

Medical inspection.

Medical inspection of children is more common in secondary schools and colleges than in primary schools. The United Provinces report however that experiments made in primary schools in three districts show that the services of the District Medical Officers of Health can be utilised to great advantage by boards for the medical inspection of schools. A systematic medical examination of scholars was conducted. Special attention was paid to their health, to the sanitary condition of the schools and boarding houses and to the water supply, lectures on personal hygiene and on the most common diseases prevalent among children were delivered and teachers and students were informed of the modes of the spread and prevention of the principal epidemic diseases prevailing in the district. The chief common diseases noted among the school children inspected were chronic malaria, enlargement of the spleen, trachoma and ringworm.

Adult education.

Very little is reported regarding adult education. The Punjab reports, however, that the number of adult schools has more than doubled during the year. It points out that adult education acts as a stimulus to the education of children, it being often found that where there is a successful adult school the attendance in schools for boys and girls automatically increases.

VII. FEMALE EDUCATION.**Numerical and co-education.**

The total number of recognised institutions for girls rose considerably and stood at 24,777 at the end of the year. The enrolment showed a corresponding increase to 944,050. If unrecognised institutions are included, the figures for institutions and scholars stood at 27,440 and 1,001,466 respectively, this being the first year during which the number of scholars attending educational institutions for girls exceeded one million. A perusal of Table IV-B, an extract from which is placed below, shows, however, that more than one-half of the total number of scholars are reading in the lowest class of the schools and that very few pupils proceed to the high school classes. Out of 533,878 pupils reading in the lowest class in the previous year only 161,228 are found to be reading in class II during the year under review. The wastage in money and in educational effort through non-promotions or through girls leaving school before they have begun to receive any education of measurable value is enormous. Schools should do more than fulfil the functions of a crèche.

Enrolment in the first four primary classes, 1924.

Classes.	Number.
I	572,069
II	161,228
III	87,285
IV	52,682
TOTAL	873,234
V	26,191

The foregoing statistics do not take into account the number of girls reading in schools for boys or the number of boys reading in schools for girls, who are distributed according to the following table. This table, read in conjunction with the above statistics, indicates the large extent to which co-education of girls and boys prevails in India; more than half a million girls out of a total number of a little over one and a half million girls under instruction are receiving their education in institutions along with boys.

Type of Institution.	No. of boys in Girls' schools.	No. of girls in Boys' schools.	Net additional number of girls.
Colleges	..	606	606
Secondary schools . . .	12,20	44,054	31,334
Primary schools	29,549	476,316	446,767
Special schools	281	2,271	1,990
Unrecognised schools . .	5,255	32,152	26,897
TOTAL	47,805	555,399	507,594

The North-West Frontier Province reports a regrettable falling off in the number of pupils receiving secondary education, while the Punjab reports that the increase in the number of scholars would have been greater but for the fact that the effect of the outbreak of plague on the enrolment in Girls schools was even more serious than it was in the case of Boys schools. It was responsible for the temporary closing of institutions in some of the infected areas.

Except in technical and industrial schools there was an **Expenditure.** allround increase in expenditure in all classes of schools for girls. The increase in expenditure was also general from all sources except from the funds of local boards. In the United Provinces the grants by Government to district boards for vernacular education have been increased and the amount to be spent by district boards on female education has now been fixed at a higher level than in previous years. The decrease in expenditure by local boards will thus probably be arrested in some parts of India. Bengal reports that European missions which have rendered valuable services in connection with the expansion of primary education of Indian girls, particularly of the backward communities, are hampered by lack of adequate funds. Retrenchment is reported from the Punjab and from Assam. In the former province some municipalities made drastic reductions in the salaries of mistresses while other municipalities closed some of their

girls schools. In Assam as a measure of economy the post of Inspectress of Schools was held in abeyance on the retirement of the permanent incumbent.

General.

In the Central Provinces a conference of representatives of local bodies arrived at the conclusion that while the attendance of girls in boys schools should be encouraged the present system, under which separate schools are provided for girls, should be continued. In Burma a rule, which has been nominally in force since 1919 prohibiting co-education in Anglo-vernacular schools above the age of 12 was abolished during the year, the matter being now left to the discretion of the managers of schools. In Bihar and Orissa the number of girls reading in boys schools has diminished considerably probably due to the withdrawal of the capitation grant which was formerly given to teachers in boys schools on account of the attendance of girls in these schools. In Bengal the methods in vogue for imparting education to zenana women by house to house visitation and by instruction at central gatherings have been condemned. It was decided to reform the system of zenana education on lines which borrow certain features from the Parents' National Union scheme which has achieved signal results in England. The main object of the new scheme is to institute a correspondence system of instruction from a selected centre supplemented by a certain amount of visiting. The experimental centre will be at Dacca.

Madras reports that the Lady Willingdon Training College for Women commenced working as a separate college and that an aided training college under Mission management was also opened. The United Provinces report that the Isabella Thoburn College moved into its new and spacious building near the Lucknow University while the Punjab reports the opening of a science laboratory at the Government Intermediate College for Women at Lahore. The Government Girls High School, Lucknow, which has not been able to compete with the Muslim and Hindu High Schools was closed during the year and its buildings were made over to the Muslim Girls High School. It is reported that the change has been conducive to the comfort and happiness of the pupils and the staff and has led to an improvement in the enrolment of both boarders and day scholars. The drawback of distance which was so serious before has been overcome by the gift of two motor buses and the bait of a daily drive appears to have made the attendance in the preparatory section more regular.

The general policy of provincial governments in the matter of control of primary schools for girls is far from uniform. Bengal reports that model primary schools were deprovincialised at the close of the year and that in future they will be conducted by local committees as aided institutions. On the other hand the Central Provinces report that an allotment made for the improvement and extension of girls education was in part devoted to the provincialisation of a few aided primary schools.

One of the main problems of female education in India is Teachers. the supply of a sufficient number of trained and qualified women teachers. The Central Provinces report the employment of men in place of women while the North-West Frontier Province rejoices in the opening of additional training classes. The United Provinces complain of the insufficiency of teachers even in urban areas and report that women teachers are more unwilling to live in rural areas than in towns with the result that the staffing of rural areas with women teachers is scarcely practicable in the present stage of female educational development in India. Bihar and Orissa on the other hand while pointing out that Hindu teachers have no difficulty in obtaining employment state that the demand for trained Mohammedan teachers is so very limited on account of the reluctance of Mohammedans to educate their daughters in schools that there are a few trained Mohammedan teachers not able to obtain suitable employment. A reorganisation of normal schools with a view to provide more adequate facilities for the practical training of student-teachers is reported from the Punjab.

The Punjab reports a reconstruction of the Women Inspectorate Inspection. and an increase in the number of Assistant Inspectresses, while Burma reports a reorganisation of the Women's Educational Services involving additional inspectresses, deputy inspectresses and teaching posts.

VIII. TRAINING OF TEACHERS.

The total number of teachers employed in secondary and primary Numerical schools in India was 340,532 of whom 149,814 or 43 per cent. were trained, the corresponding figures of last year being 324,305 and 137,115 and 42 respectively. It is satisfactory to observe not only that the actual number of teachers has increased considerably but that the percentage of trained teachers has also increased.

The following statement gives the number of teachers under training during each of the last two years.

Type of Institution.	For men.		For women.		TOTAL.	
	1923.	1924.	1923.	1924.	1923.	1924.
In Training Colleges . . .	984	991	19	91	1,083	1,082
In Normal and Training Schools	21,321	21,332	4,074	4,191	26,397	25,681
TOTAL . . .	22,307	22,323	4,173	4,290	26,480	26,613

It will be observed that there has been a slight increase in the number of women under training but that the number of men under training is practically constant.

A reference to table I of the year under review and to the corresponding table of last year will indicate that while there has been a slight increase in the number of normal and training schools for women (from 142 to 151) there has been a reduction from 782 to 647 in the number of normal and training schools for men.

and financial In some provinces a policy of amalgamation of training schools was followed, mainly with the object of retrenchment in expenditure. Such retrenchment has not, however, had an altogether adverse effect, for we notice that while in Madras the number of schools was reduced from 68 to 64 yet their total strength increased from 4,704 to 6,148. In Bengal the hostile attitude of the Bengal Retrenchment Committee towards the principle of training itself proved a blessing in disguise. The Government of Bengal is reported to have reacted so strongly against the conclusions of the Committee that it decided to build eight new guru training schools and to proceed with the long delayed scheme for a new Training College for secondary teachers. Budget provision for a start with these schemes was made by the Council. The projects for new normal schools did not materialise owing to financial stringency. In the Punjab there has been a substantial decrease in expenditure notwithstanding an increase in the number of teachers under training. In Bombay a scheme to provide trained teachers according to the need of each district was worked out with a view to equalise the distribution of such teachers. In the United Provinces the number of normal schools remained constant but the number of training classes fell considerably. The qualifications and training requisite for teachers in primary schools is under consideration in connection with the expansion of vernacular education. In the Punjab there has been a marked increase in the number of agriculturist candidates in the vernacular training institutions. Retrenchment has, however, had an adverse effect in the Central Provinces where the posts of Director of Manual Training and Lecturer in Primary school methods remained in abeyance. In Assam where the scheme for a training college at Sylhet was held over for want of funds and in the North West Frontier Province where the number of stipends available at the Government Training College and Normal school was reduced as a measure of economy.

higher
training.

The Muslim University at Aligarh opened a training college during the year and granted degrees in teaching and a certificate. In Bombay the secondary training college is now affiliated to the University and trains teachers for schools under every class of management. It was formerly an institution for training teachers for Government institutions only. A large number of Indians applied unsuccessfully for admission to the training class of the Burma University College Department of Education. Difficulty is experienced in finding employment for Indians who have passed out of it, for an Indian schoolmaster does not readily adapt himself to conditions in Burmese Anglo-Vernacular schools. It is a matter of great regret that no Burmese men joined the class.

Admissions
on a com-
munal basis.

With a view to encouraging the recruitment of non-Brahmin teachers the Government of Bombay laid down that fifty per cent.

of admissions to Primary Training Institutions in the Marathi and Kanarese districts should be reserved for those classes of the community which relatively are neither advanced nor backward educationally, namely the agricultural and artisan classes, and ten per cent. for the backward castes, the remainder being available for open competition.

The Government of Bihar and Orissa accepted generally the Pay. view that Middle Vernacular trained teachers should be paid not less than Rs. 12 a month and that Upper Primary trained men should receive a minimum salary of Rs. 9 a month. These amounts should be raised by Rs. 2 in municipal areas and by a further Rs. 3 in free schools.

Organisation, curricula and methods of training are continuously under review in most parts of India, and experiments are reported from some provinces. The United Provinces report that the curriculum for the vernacular teachers' certificate was revised and improved in accordance with the recommendations of a committee which considered the training of teachers. In the North-West Frontier Province a revised curriculum was introduced for the training of primary school teachers. The conditions for the award of special certificates to untrained teachers were made more stringent and the number of such certificates has been limited. In Bihar and Orissa a committee was appointed to advise as to the system of training to be adopted in elementary training schools. The lack of a demonstration school under the control of the Patna Training College handicapped the organisation of the practical work. The Cuttack Training College also experienced difficulty in satisfactorily arranging for practical work. In the Punjab a one-year course has been substituted for a two year Junior Anglo-Vernacular course in certain institutions with some measure of success. Experiments at Moga conducted by Mr. W. J. McGee in training rural teachers by the "Project Method" are reported to be very successful. In Assam the normal and training schools suffer from the lack of suitable text books in Assamese. The abolition of the Middle Vernacular School Leaving Certificate examination has had the effect of lowering the educational qualifications of students under training in normal schools. A new development has been the employment of Matriculates in village schools and the question of their training is engaging attention. As an experimental measure a number of Matriculates were admitted without stipends in the normal schools. A variation of the Dalton Plan is being tried in two of the practising schools attached to the Jorhat Normal School. Bengal reports that at the David Hare Training College, a course of lectures on Hygiene was organised by the Bengal Social Service League for the benefit of the students under training. In five normal schools in the Punjab scout troops were organised amongst the prospective primary and middle school teachers.

Bengal reports that most of the collegiate trained women teachers proceed upcountry where higher salaries are offered to women teachers.

them. This is not universally the case. Women usually prefer to teach either in the immediate neighbourhood of their own homes or in the larger cities where the amenities of life for an educated woman are usually greater than they are in upcountry stations. In the Marathi districts of Bombay the facilities for the training of women teachers are excessive rather than inadequate. It is suggested that the reason for the comparatively large number of women who are prepared to undergo training may be that they command a higher value in the matrimonial market partly because their earnings are a welcome addition to their husband's income and partly because they are better educated. There is no doubt however but that the spirit of emancipation and independence which is fast growing among women in India tends to make them take to teaching as an obvious means of earning their own livelihood.

In the Punjab the Government normal schools at Gujranwala and Sialkot for women teachers were closed and instead a junior training class was attached to the Lyallpur High School. The North-West Frontier Province notes that a senior vernacular training class for women was opened by the C. M. S. at Peshawar and that there is a proposal to open a similar class in connection with the Arya Kanya Pathshala, Dera Ismail Khan. Burma reports that the Anglo-Vernacular kindergarten training course for girls and women became increasingly popular. In the United Provinces the position of the training classes for women teachers in European schools was considered and new regulations framed. A three years' course has now been added which will include a training course and additional study in preparation for the Cambridge Higher Certificate Examination.

Special
classes.

The Chelmsford Training College for Europeans was transferred to Ghora Gali from Sanawar and a new syllabus for the class was drawn up. Burma reports that the two Monastic training classes at Mandalay and Moulmein continued their work successfully, but that the consensus of opinion in Burmah is unfavourable to the attempt to combine the monastic and the teaching vocations. It is believed that young *upazins* have been attracted to these classes mainly by the provision of English teaching. The Punjab reports that the training classes for demobilised soldiers were continued at Gujarkhan and Rohtak.

IX. OTHER PROFESSIONAL AND TECHNICAL EDUCATION.

The following table gives statistics regarding institutions for professional and technical education. The total number of institutions has increased by ten per cent. and the total number of pupils by nearly six per cent. A regrettable decrease is noticed however in the number of pupils reading in medical schools and colleges.

A fall has also taken place in the numbers reading in Forest and in Veterinary Colleges.

Type of institution.	1923.		1924.	
	Schools.	Scholars.	Schools.	Scholars.
Law colleges and schools	13	5,062	13	7,351
Medical colleges and schools	35	9,543	34	8,936
Engineering colleges and schools	17	2,750	18	2,730
Agricultural colleges and schools	18	1,001	20	999
Commercial colleges and schools	126	8,667	141	8,958
Forest colleges	2	175	2	169
Veterinary colleges	3	328	3	292
Technical and industrial schools	279	16,051	316	17,260
Schools of Art	13	1,550	9	1,711
TOTAL	506	45,727	556	48,406

Many of these institutions are not under the control or supervision of the provincial Educational Departments and the reports of Directors of Public Instruction do not contain full information on their activities. The following notes are however culled from the provincial reports on Education:—

Bihar and Orissa report the reorganisation of the staff of the Patna Law College and a large increase in the enrolment in the law classes. Law.

Punjab reports that great difficulty is experienced in providing sufficient clinical material for the practical training of medical students at Lahore especially in midwifery and gynaecology in spite of the fact that the Madras Government has reserved 720 cases for Punjab students. To meet the difficulty it has been suggested that the number of new admissions be limited to 60. At the Medical School, Amritsar, a new block was constructed for the Chemistry and Physics Laboratory and a dark room was added for the teaching of practical ophthalmology, otology and laryngology. The demand for lady doctors is still in excess of the supply—a remark which applies to the whole of India. Medical.

Bombay reports that plans have been prepared for the extension of the Poona Engineering College workshops and physical and electrical engineering laboratories and that an increase in the number of admissions to the college is under consideration. Engineeri

At the Bengal Engineering College, Sibpur visiting lectures were delivered on irrigation and sanitary and structural engineer-

ing and the construction of the new barrack for Anglo-Indian students and the installation of the sewerage system were in process of completion. At the Ahsanullah School of Engineering, Dacca, proposals for the permanent duplication of the Upper subordinate classes to meet the demand for this kind of training were under consideration and the rate of tuition fees for the Upper and Lower Subordinate Departments was raised. The construction of a permanent building for the Mainamati Survey School has been approved. It is proposed to revive the original scheme of training eight passed students annually in mine-surveying in the coalfields. In the civil engineering department of the Thompson Civil Engineering College, Roorkee, United Provinces, the special courses in Railways, roads and tunnels have been abandoned while the course of civil engineering design has been extended and developed on scientific lines. The Punjab reports that there were 360 candidates for admission to the Government School of Engineering, Rasul, of whom only 50 could be admitted and that the new MacLagan Engineering College, Moghulpure, started work with 118 students, about 600 applications for admission having been received. Bihar and Orissa report that the Orissa School of Engineering was opened and that preparations for the opening of the Bihar College of Engineering were almost completed. The latter college is in process of being affiliated to the Patna University and will serve as a recruiting ground for the Indian Service of Engineers, Indian Branch. Admission to the Nagpur Engineering School is gradually being restricted to residents of the Central Provinces and Berar even then, there were at the last Entrance Examination 82 candidates for 35 vacancies.

Commerce.

A small informal conference with a few representatives of commercial interests in Bombay was held regarding secondary commercial education; it is proposed to institute a special examination open to students who have attended a school recognised for the purpose at a stage corresponding to the Matriculation. The popularity of the Sydenham College of Commerce, Bombay, continues; only one-fourth of the applicants were able to be admitted. Proposals are under consideration to utilise it for the training of Railway traffic officers. The usual examination for the certificate granted by the Accountancy Diploma Board—a certificate that is accepted as a qualification for auditors throughout India—was held at Allahabad, Bombay, Calcutta, Madras and Rangoon. Fifty-five out of 242 candidates were successful, none of whom sat at Calcutta. The committee appointed by the Government of Bengal to draw up a scheme for instituting a separate examination in Accountancy in Bengal under the control of the Government Commercial Institute submitted a report which is under consideration. The question of the deprovincialisation of this Institute, a recommendation of the Retrenchment Committee, was also examined but no decision was reached. In place of the Government Institute of Commerce which is now closed a post Matriculation course in Commercial subjects was opened at the Central Model School, Lahore. Rangoon is well supplied with commercial schools but Burmah reports that adver-

tisements published with a view to attract students were not always strictly accurate.

At the Agricultural College, Lyallpur, the tutorial system was Agriculture. introduced, and a pasteurising plant has been installed in the college dairy. It is gratifying to note that inquiries from private farmers and from firms for the services of graduates in Agriculture are increasing. The number of middle schools in the Punjab teaching agriculture shows an increase from 43 to 60 an increase which is attributed to the present policy of the Punjab Government. The main features of that policy are—payment by Government of the teachers' allowance of Rs. 10 per mensem in board middle schools, permission to have small school gardens instead of three acre farms, contribution by Government of Rs. 100 per annum towards the cost of a three-acre farm and of Rs. 30 per annum towards that of a school garden, as well as an initial grant of Rs. 300 for each garden. The teaching of agriculture in high school centres is improving, but some doubt is cast on its practical value.

The new buildings at Matunga of the V. J. Technical Institute Other Technical and Industrial Schools. Bombay were opened; the cost was Rs. seventeen lakhs towards which Government gave a grant of Rs. 6·80 lakhs. The whole of the dismantling of the plant at Byculla and its re-erection at Matunga was done by the staff and students, a very creditable performance. The great weakness of nearly all technical schools in Bombay is reported to be the poorness of the staff due largely to the low salaries offered. In order to remove defects in the teaching of industrial subjects a training class for teachers in the Punjab was suggested. In Madras a scheme for the training of higher elementary grade teachers in modern methods of weaving was sanctioned during the year. In the Government Technical Institute, Insein, (Burma) a revised scheme for training stipendiary apprentices in workshops was introduced, while the senior staff was strengthened in order that more advanced teaching might be provided in accordance with the recommendations of a committee appointed in 1921 to investigate the affairs of the Institute. It is observed that the Saunders Weaving Institute, Amarapura, Burmah, exhibited Rs. 4,000 worth of silks and cottons at Wembley. Bihar and Orissa report that a silk institute was opened during the year at Bhagalpur, that schemes for a cottage industries institute at Gulzarbagh and the Tirhut Technical Institute, Muzaffarpur were sanctioned and that the Jamshedpur Technical Institute has not yet been fully organised, since its buildings were not completed and a Principal appointed.

The Sir J. J. School of Art, Bombay, was largely occupied with Schools of Art. work for the Wembley Exhibition, the painting classes being responsible for decorating the ceiling panels, painting the friezes and the production of large mural paintings for the walls. Bengal reports that the control of the Government School of Art, Calcutta was retransferred to the Education Department. The architectural section was responsible for a design for the Mrs. Graham Memorial Entrance at Kalimpong and the design section for a certificate for the Calcutta Exhibition.

X. EDUCATION OF SPECIAL CLASSES.

(i) Chiefs' Colleges and the education of chiefs and nobles

A conference of the principals of the five Chiefs' Colleges in India was held at Ajmer in February. Such conferences should prove of great value in the inspiration that is to be derived when teachers and principals from different institutions meet together compare notes, consider the application to their own institutions of principles and policies adopted in other institutions, discuss their common difficulties and co-operate in their endeavours to solve them. The financial stability of the different colleges varies greatly. The Rajkumar College, Raipur, has established an endowment fund which has placed the college in a strong financial position—stronger indeed than when it received financial aid from Government. As regards its financial prospects, the Rajkumar College, Rajkot, is also in an enviable position, due to the sustained interest in its welfare taken by its old boys, so many of whom are Ruling Chiefs. The financial position of the Mayo College, Ajmer, has improved since last year; the budget has now been made to balance and the college authorities expect to have a small amount in hand each year to carry out necessary improvements. The financial position of the Aitchison College, Lahore, on the other hand, continues to give cause for anxiety. Grants have been curtailed, while owing to a decrease in the number of Kumars reading in the college the income from fees has fallen considerably. The timely assistance given by several ruling princes has, however, compensated for the reduction in the Government of India grant. A revised constitution has been prepared for the Daly College, Indore, its main object being to associate ruling chiefs more directly in the control of the College by means of a General Council and a working committee, the control formerly exercised by Government being almost completely delegated, entailing increased responsibility on the part of the electors of the General Council for adequate development of the College.

There is little to report regarding the Colvin Taluqdars' School, Lucknow. Its enrolment was 78 and its staff remained unchanged. An annual medical examination of all wards studying in the school is now held. During the September floods the school was completely isolated for eleven days and non-resident masters and day boys were unable to attend. During the year under review 26 boys of the Nazamat family, Murshidabad, who lived in a special hostel under the supervision of a European officer, attended the Nawab Bahadur's institution at Murshidabad which is also open as an ordinary high school to all communities.

(ii) European education.

The number of schools for Europeans showed a slight decrease chiefly in the number of primary schools for girls. The number of pupils, however, increased slightly chiefly in middle schools for girls. Bombay reports, however, a decrease and fears that such decrease is likely to continue.

Expenditure on European schools increased by nearly 1·4 lakhs of rupees in institutions for boys. It decreased by less than a quarter of a lakh of rupees in institutions for girls while a decrease

of three lakhs is shown on inspection, buildings and miscellaneous items. Collections from fees as well as expenditure from Government funds have, however, both increased. A special grant of Rs. 30,000 was paid to the La Martiniere School in Calcutta for liquidation of debt.

In Bengal persistent endeavours were made to persuade the three religious bodies who have particularly interested themselves in European education in the province to adopt a definite policy of co-ordination in the absence of which the work hitherto done by European schools has suffered considerably. In Bombay an event of great importance in the history of European education was the laying of the Foundation Stone of the great hall of the Bombay Education Society's high schools for boys and girls at Deolali. These schools, known as the Barnes schools, stand 2,000 feet above sea level and are designed to accommodate 600 girls and boys. The policy of concentration of educational effort with its resulting economy has been well served by this scheme for not only has the old Indo-British Institution been already amalgamated with these schools but also plans have been discussed for absorbing the Scottish Orphanage at Mahim. These schools will attract pupils of certain Railway middle schools thus enabling the Railway Company to concentrate their efforts on maintaining efficient infant and primary schools thus affecting a considerable saving on staff. Bihar and Orissa report that considerable progress has been made with the construction of buildings for a Boys' European school at Ranchi which will provide facilities for the education at a moderate charge in a good climate of many of the European and Anglo-Indian children who are now sent to hill schools in other provinces. The Punjab reports the revival of an old custom in the holding of an informal conference of such representatives of European schools as happen to be in Lahore during the winter—a conference where a great deal of useful work was done in the matter of suggestions for improvement of curriculum and subjects of examination.

There is a large and ever increasing demand made on managers of European schools to admit Indians—a demand which is being met in practically every province in India the former restriction limiting to 15 per cent. of the total enrolment the number of Indians admitted having been modified. The eagerness with which well-to-do Indians apply for the admission of their children to European schools is a testimony to the value of the teaching and discipline in these schools. Burma reports that in Rangoon the percentage of non-Europeans in schools for Europeans was as high as 28 and would be much higher if facilities existed for handling the large numbers of pupils that desired a purely English education. This demand was largely due to the prominence given to the vernacular language being used as the medium of instruction in Anglo-Vernacular schools up to the end of the Middle school stage; parents fear that English will thus be neglected. This province also reports that the increasing demand of non-European students for admission into European schools has resulted in some lowering of standard. Bombay reports a much larger number of European pupils in Eng-

lish teaching and Anglo-Vernacular schools, the possibility being thrown out that parents are finding it more difficult to meet the comparatively high fees in European schools, some being compelled to send their children to "English teaching" schools in which the fees are lower. The Central Provinces refer to the great amount of destitution prevailing in the Anglo-Indian Community in the years following the war, while Bombay reports considerable apprehension among the domiciled European community regarding the prospects of employment for their children in the near future.

The Central Provinces remark upon one of the weaknesses of European education namely the lack of qualified teachers. Although salaries have been increased there is little improvement in the qualifications of the staffs employed; and teachers after leaving the training colleges seldom keep abreast of modern pedagogic developments. The necessity for additional training facilities for European teachers has received the attention of some governments. In Madras a training school for women teachers in European schools has been started at Lovedale associated with the Lawrence Military School in that place. The Chelmsford Training College was transferred from Sanawar to Ghoragali, considerable economy being achieved by the transfer together with a strengthening of the staff of the Boys School at Ghoragali.

Burma expresses a fear that there has been an unconscious lowering of standards by examiners or by the Secondary School Board, examiners' reports being in general increasingly unfavourable. The high school examination of European schools has been recognised by the Board of High School and Intermediate Education in the United Provinces as equivalent to the Board's high school examination. In Bombay European schools prepare their pupils almost exclusively for the Cambridge Local Examinations. During the year the Cambridge Higher Local Examination was abolished and the Oxford Higher Local Examination took its place, all the candidates appearing from Bombay for this examination being successful.

Since the advent of the Reforms, which made European education a provincial subject, provinces have been considering the adaptation, to suit the conditions of their own provinces, of the code of regulations for European schools which was formerly an all-India code. A new code was issued in the United Provinces during the year while Bengal reports that a new code is under preparation. The Central Provinces remark upon the neglect of the vernaculars in European schools—a matter which is now being considered by the European High School Board in that province.

Very successful singing competitions have been organised in various European centres in India, particularly in Madras and in Bengal. Their success gave evidence of the high standard of excellence in singing in many European schools.

As will be observed from the subjoined table the total number of Mohammedans receiving education shows a satisfactory increase, the percentage increase in collegiate classes being greater than that

in school classes. The community is making strenuous endeavours to place itself on a footing of equality in higher education with other educationally more advanced communities.

Type of Institution.	NO. OF MUHAMMADAN SCHOLARS.		
	1922.	1923.	1924.
Arts Colleges	5,424	5,715	6,472
Professional Colleges	1,544	1,505	1,724
Secondary and Primary Schools	1,710,910	1,828,481	1,951,805
Special Schools	42,083	70,576	88,397
Unrecognised Institutions	206,481	199,493	210,253
TOTAL	1,966,442	2,105,770	2,258,651
Percentage to Population	3.3	3.6	3.8

It will be further observed by reference to table IV A, that while less than 4 per cent. of the total number of Hindu scholars are reading in unrecognised schools, nearly 10 per cent. of the total number of Mohammedan scholars are reading in unrecognised schools—generally in schools of the Mullah type where religious instruction and observance based on the teachings of the Koran form the whole or the greater part of the education imparted. The United Provinces report that while the number of the Hindus under instruction has increased by over six per cent., that of Mohammedans has increased by over nine per cent.; while in Arts and Intermediate colleges the increase of Mohammedans is nearly 39 per cent. Bihar and Orissa report a welcome increase in the number of Urdu Middle schools while training schools for Mohammedan teachers were, with one exception, full or nearly so. In Bombay, excluding Sindh, Mohammedans are more advanced in education than are non-Brahmin Hindus; they have made much more rapid progress in education, especially in collegiate and in primary education, than have the cultivating and artisan Hindu classes. In Sindh, however, Mohammedans are educationally backward. While the total number of Mohammedan pupils in Bengal has increased a slight decline is, however, noticed in the high and middle stages in that province; the greatest increase has taken place in the primary stage of instruction and in special schools, the increase being due to the growing popularity of maktabas and reformed madrassas; the senior and junior madrassas of the reformed type are more in demand than are those of the orthodox type, the reformed type being really high and middle schools on an Islamic basis. Over 42 per cent. of the Muslim boys at school in Bengal receive instruction in maktabas

which, by reason of their secularised course, form an important link between the indigenous schools on the one hand and the secondary schools on the other. The Punjab reports that the last few years witnessed among Mohammedans a wholesome discontent with their position in the field of education and a keen desire among the leaders of the community to improve this position. A new spirit has been manifested in the greater activity by Anjumans and other bodies and by special efforts in connection with the annual Mohammedan Educational Conference.

It is gratifying to note the spread of education among trans-Frontier tribes; 48 boys from the North West Frontier agencies are reported to be reading at the Islamia College or Collegiate School. These include seven Mahsuds from Wana, two Waziries from the Tochi Valley, two Turis from the Kurram, fifteen Afridis from the Khyber, nine boys from the Swat Valley, three boys from the territories of the Nawab of Dir, a contingent of ten from Chitral and one Arab from Mesopotamia.

Bombay reports that their policy of opening more central Urdu schools for boys continues. These schools serve as a recruiting ground for teachers in Urdu schools in which at the present time a comparatively large number of unqualified men are employed. Burma reports that unusual interest in education prevailed among the community with a demand for more middle schools with its supplementary demand for teachers who have undergone superior training. Bengal reports as a measure of economy the deprovincialisation of all model maktabs which are to be conducted in future on a grant-in-aid basis. Madras reports that a long established High School for Mohammedans maintained by a Missionary society has been given up, but that the Mohammedan Educational Association of South India has stepped in and supplied funds towards the cost of the maintenance of the school pending a transfer of management. The United Provinces report the appointment of special supervisors for the inspection of maktabs, the scheme being worked on an experimental basis on the success of which it is as yet too early to express an opinion. Bengal reports that the tuition fees in all Government Madrassas were increased while Assam reports that steps have been taken to institute a public examination at the end of the junior Madrassa stage.

One of the main practical difficulties which has to be contended with in the education of Mohammedans is that of the vernacular of instruction. Except in the case of the Mopillas who speak Malayalam, of the Mohammedans of Sind who speak Sindhi and of some other groups or classes of Mohammedans in various parts of India who also speak the vernacular of the area in which they reside, the majority of Mohammedans demand instruction through Urdu. This difficulty is specially referred to in the reports from the Central Provinces and from Burma. In the Central Provinces Marathi as a second language was made a compulsory subject of instruction in the Urdu Primary schools in Berar. The problem in Arakan, a part of Burma, is reported to be complicated by the fact that except in Sandoway where Mohammedans have adopted

Burmese language and customs, the mother tongue is often Bengali. Added to this there is a demand for teaching English in Mohammedan special schools and officers have viewed with some concern the growth of an educational system which leaves citizens of Burma unacquainted with Burmese and unable to follow the avenues of employment open to educated people in Burma. The difficulty of obtaining bilingual or rather tri-lingual teachers is a serious obstacle to the advance of Mohammedan education, and the conflicting claims of Burmese, Urdu, Bengali and English form a problem which Burma finds difficult to solve. There is moreover evidence of considerable difference of opinion in Arakan on the language problem within the community most interested. Meetings have been held at several centres to discuss it and their resolutions show that the economic necessity to learn Burmese is generally admitted except in a few localities but that Mohammedans everywhere cling to Urdu for religious and sentimental reasons. Where local educational authorities consider it inadvisable to insist on Burmese being taught in their vernacular schools the local Government is not prepared to insist upon it. They do, however, consider the teaching of Burmese in all Vernacular schools an end to be kept in view and attained as soon as practicable.

Bengal reports that manual instruction in weaving, tailoring, carpentry and smithy was given, though spasmodically, in some of the junior madrasahs. The demand for technical instruction of this kind is on the wane with the subsistence of the non-co-operation movement and the realisation that instruction of this kind valuable as it may be in some cases as a part of general education has little vocational value at the school stage.

The education of Mopillas is still receiving attention from the Madras authorities. The special training school for Mopillas has been raised in status while a committee of five persons was appointed for the compilation of a text book in Malayalam containing selections from the Koran and the Kitabs suitable for use in schools. A report from the Laccadives contains the interesting observation that the attempts of a new teacher to teach the boys the rudiments of drill were regarded with some suspicion by the islanders as being the first step towards the carrying off of their children to some distant war.

In Sind the total number of Mohammedan pupils decreased, the decrease being due to a falling off in the number of Mulla schools and of private institutions. The scattered nature of the population in Sind is no doubt a serious obstacle in the way of the spread of education there but it is reported that indifference on the part of the Mohammedans themselves rather than the lack of facilities for education appears to be mainly responsible for their backward condition. The decrease in the number of registered schools is due to the fact that inefficient schools are gradually being weeded out, one result of which is that the standard of work done is steadily rising. Of late years there has been a steady rise in the quality of the secular education imparted in Mulla schools and these schools must play an important part in the spread of primary education

among the Mohammedans of Sind. The Government of Bombay appointed a committee consisting of Mohammedan officials and non-officials to enquire into the Mullah system and their position in the educational organisation and system of Bombay. During the last few years political troubles have been responsible for a distinct setback from which the province is, however, now recovering. The Khilafat agitation is said to have spent itself and some of the mullas who gave up the government grant are now applying for their schools to be registered again. It is interesting to note, that a contribution of one lakh of rupees towards Mohammedan education was made by a private benefactor to a boys madrasa. The awakening consciousness of the Mohammedan community to the value of Western education linked with their traditional belief in the intrinsic goodness of an education based upon religious instruction and observance, where it results in the grafting of Occidental methods of teaching—Critical and Scientific—on an already existing oriental indigenous system of education, gives hope of a resultant system, which will, it is thought by some, make for gradual, slow but sure and stable development, will retain the learning of the orient and not forming two widely separated educated groups—one distinctly occidental, the other decidedly oriental, will be the mainstay of the series of educational systems—recognised and unrecognised—of the country.

(iv) Reformatory Schools.

Bombay reports that weaknesses in the system of reformatory schools are that many of the boys after their discharge drift back to towns and villages and the majority do not follow the trades they have been taught. To keep in touch with boys after their discharge "after care" committees in various localities are needed the members of whom will keep an eye on them and help them in their difficulties. In the Reformatory School at Delhi an experiment was tried during the year of licensing a number of boys to a firm for training under careful supervision. The training was quite successful, but almost all the boys returned to their homes at the end of it, instead of continuing in employment.

APPENDIX.

General Educational Tables, 1923-24.

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General Summary of Educational Institutions and Scholars.

Area in square miles Population— Males Females TOTAL		1,002,638	Males Females TOTAL	PERCENTAGE OF SCHOLARS TO TOTAL POPULATIONS.			
				Recognised Institutions.		All Institutions.	
				1924	1923	1924	1923
				5.71	5.36	0.15	5.80
				1.19	1.14	1.26	1.21
				3.51	3.31	3.77	3.48

	INSTITUTIONS.			SCHOLARS.			Per-centage of scholars in each class of institution.
	1924	1923	Increase (+) or decrease (-).	1924	1923	Increase (+) or decrease (-).	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS.							
For Males.							
Arts Colleges	156	160	—4	55,051	(c) 50,516	+4,235	0.74
Professional Colleges	59	52	+7	15,985	(c) 14,012	+1,863	0.21
High Schools	2,187	2,082	+105	656,178	592,582	+43,596	8.20
Middle Schools	6,332	6,108	+224	677,42	631,51	+46,851	8.77
Primary Schools	144,430	138,095	+5,335	6,137,587	5,812,306	+325,281	79.40
Special Schools	6,330	5,447	+883	207,260	171,319	+35,941	2.68
TOTALS	159,494	152,944	+6,550	7,721,953	7,272,686	+457,267	100
For Females.							
Arts Colleges	14	14	..	1,103	1,062	+41	0.12
Professional Colleges	8	7	+1	(a) 184	(b) 186	—2	0.02
High Schools	237	230	+7	42,216	39,416	+2,800	4.47
Middle Schools	648	624	+24	72,418	67,816	+4,600	7.67
Primary Schools	23,583	22,920	+663	818,047	787,810	+30,237	88.65
Special Schools	287	273	+14	10,684	9,999	+685	1.07
TOTALS	24,777	24,068	+709	944,050	906,289	+37,761	100
UNRECOGNISED INSTITUTIONS.							
For Males	32,197	31,418	+779	185,235	560,353	+21,882	..
For Females	2,663	2,242	+421	57,416	51,762	+5,654	..
TOTALS	34,860	33,660	+1,200	642,651	612,115	+30,536	..
GRAND TOTALS	211,131	210,672	+459	9,316,654	8,791,000	+525,654	..

NOTE.—There are also 13 Universities in British India which are not shown separately in this table.

(a) Includes 3 scholars for Arts Colleges in Delhi.

(b) " 33 " " " " "

(c) Revised.

General Summary of Expenditure on Education.

TOTAL EXPENDITURE.				PERCENTAGE OF EXPENDITURE FROM					COST PER SCHOLAR TO					Total cost per scholar.							
1924	1923	Increase (+) or decrease (-)	Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.											
1	2	3	4	5	6	7	8	9	10	11	12										
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.										
94,43,391	93,42,751	+1,00,640	97.3	2.7	..	..	..	..	..	..	..										
77,59,557	67,79,360	+9,80,197	47.2	..	37.2	15.6	..	..	..	..	..										
3,97,79,972	3,83,98,654	+13,81,318	40.2	12.0	15.7	32.1	..	..	..	..	..										
5,69,82,920	5,45,20,765	+24,62,155	50.6	8.8	16.0	24.6	..	..	..	..	..										
Institutions for Males																					
96,96,965	96,08,130	+8,885	44.8	0.3	42.3	12.6	86.13	5	0.10	6	81.15	4	24	7	2	103	14	5			
55,34,275	53,77,513	+1,56,762	74.3	0.2	22.8	2.7	257.15	0	0.12	10	79.3	0	9	6	0	347	4	10			
3,27,91,153	3,03,97,113	+23,94,040	32.9	2.2	51.2	13.7	16	4	10	1	1	7	25	5	3	6	12	4	49	8	0
1,43,60,274	1,43,25,303	+34,971	36.9	22.0	28.4	12.7	8	1	6	4	13	3	6	3	4	2	12	8	21	14	9
4,80,37,749	4,57,77,553	+22,60,196	55.0	25.7	9.8	9.5	4	4	10	2	0	3	0	12	3	0	11	11	7	13	3
1,25,99,158	1,29,98,142	-3,98,984	70.9	5.0	7.3	17.7	42	8	4	3	1	1	4	6	9	10	12	5	60	12	8
12,35,19,574	11,84,83,754	+50,35,820	48.7	13.8	25.8	11.7	7	12	6	2	3	3	4	1	11	1	14	1	15	15	8
Institutions for Females																					
4,09,773	3,54,215	+55,558	58.4	..	13.1	26.5	238	11	10	..	53	10	9	116	11	0	409	1	7		
2,10,772	1,89,292	+21,480	73.8	..	1.4	24.8	1,044	5	6	..	20	2	7	350	1	2	1,414	9	3		
48,06,185	44,11,407	+3,94,778	45.9	1.6	31.6	20.9	51	9	3	1	12	1	35	8	7	23	8	2	112	6	1
29,30,785	28,14,923	+1,15,862	40.1	12.0	13.6	34.3	26	3	7	4	13	11	5	7	11	13	14	1	40	7	7
85,07,081	79,63,167	+5,42,114	41.4	37.3	3.9	17.4	4	4	11	3	14	0	0	6	5	1	13	0	10	6	5
17,44,135	16,64,728	+79,412	69.5	2.4	4.4	23.7	120	3	5	4	1	3	7	10	7	41	0	1	172	15	4
1,86,08,697	1,73,99,517	+12,09,180	45.8	19.6	12.7	21.9	9	0	5	3	13	8	2	8	2	4	5	2	19	11	5
GRAND TOTALS	19,91,11,191	+87,07,155	48.9	12.9	21.8	16.4	10	7	5	2	12	1	4	10	5	3	8	0	21	5	11

N.B.—For explanation of certain terms used in the tables please see overleaf.

* Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year*.—In these tables the school year is assumed to coincide with the financial year, i.e., to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, e.g., European schools, may close in December and others, e.g., colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification*.—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, substandard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations*.—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the general summary and General Tables II A and B, IV-A and B, V—A and B, VIII and IX.

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities . . .	..	..	..	13	..	13	..	..	..	..	..	..
Colleges :—												
Arts and Science*	28	1	..	65	13	107	2	..	..	5	1	8
Law . . .	5	..	..	2	4	11	..	..	..	..	..	..
Medicine . . .	6	..	..	1	..	7	..	..	..	1	..	1
Education . . .	14	..	..	1	..	15	3	..	..	3	1	7
Engineering . . .	5	..	..	1	..	6	..	..	..	..	..	..
Agriculture . . .	5	..	..	..	..	5	..	..	..	..	..	..
Commerce . . .	1	..	..	9	..	10	..	..	..	..	..	..
Forestry . . .	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science . . .	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2nd Grade Colleges.	17	..	1	42	12	72	3	..	..	5	..	8
TOTALS .	86	1	1	121	29	238	8	..	..	14	2	24
High Schools . . .	271	95	67	1,143	568	2,164	27	2	1	195	10	235
Middle (English) . . .	107	202	130	1,814	640	2,890	22	..	6	215	14	257
Schools (Vernacular) . . .	59	2,011	75	1,264	23	3,433	71	14	55	245	3	391
Primary Schools . . .	1,737	44,568	3,273	81,301	13,551	144,430	392	3,856	1,200	15,345	2,700	23,583
TOTALS .	2,170	46,876	3,545	85,522	14,813	152,926	512	3,872	1,262	16,003	2,817	24,466
Special Schools :—												
Art . . .	5	..	..	3	1	9	..	..	..	..	..	..
Law . . .	2	..	..	..	2	2	..	..	..	..	..	..
Medical . . .	19	..	..	1	..	22	2	..	..	2	..	4
Normal and Training . . .	360	196	14	74	3	647	52	2	4	90	3	155
Engineering . . .	9	..	..	2	1	12	..	..	..	..	..	..
Technical and Industrial . . .	63	19	13	133	16	244	2	..	..	66	4	72
Commercial . . .	4	..	1	29	90	124	..	..	..	7	..	7
Agricultural . . .	8	..	1	1	4	14	..	..	..	1	..	1
Reformatory . . .	7	..	..	1	..	8	..	..	..	..	..	..
Schools for Defectives . . .	2	..	..	22	..	24	..	..	..	4	..	4
Schools for Adults . . .	10	929	86	1,196	585	2,806	..	2	..	8	..	10
Other Schools . . .	59	8	48	1,787	516	2,418	1	..	..	36	1	38
TOTALS .	548	1,152	163	3,249	1,218	6,330	57	4	4	214	8	287
TOTALS FOR RECOGNISED INSTITUTIONS.	2,804	48,029	3,709	88,892	16,060	159,494	577	3,876	1,266	16,231	2,827	24,777
UNRECOGNISED INSTITUTIONS.	..	19	1	54	28,965	32,197	..	..	..	21	2,578	2,608
GRAND TOTALS, ALL INSTITUTIONS	2,804	48,048	3,710	88,946	45,025	191,691	577	3,876	1,266	16,252	5,405	27,440

* Includes 3 Oriental Colleges.

II-A.—Distribution of Scholars attendin

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (a).									
Arts and Science (b) & (c)	12,037	10,073	4,095	71	68	67	57	54	11
Law	2,615	2,196	71	..	..	..	..	..	..
Medicine	3,001	2,949	671	..	..	..	..	..	..
Education	864	812	691	..	..	..	..	..	..
Engineering	1,150	1,024	909	..	..	..	..	..	..
Agriculture	567	526	513	..	..	..	..	..	..
Commerce	380	328	61	..	..	..	..	..	..
Forestry	157	155	105	..	..	..	..	..	D
Veterinary Science	292	262	282	..	..	..	..	..	..
TOTALS	21,063	18,325	7,398	71	68	67	57	54	11
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	21,026	70,190	11,993	28,978	26,170	1,457	24,005	21,149	685
„ Middle (English)	14,763	13,088	974	26,477	22,588	1,935	20,233	17,244	1,119
„ Schools (Vernacular)	6,106	4,073	800	271,454	208,375	23,038	11,336	9,420	462
„ Primary Schools	74,616	57,646	105	2,610,369	1,833,382	1,692	356,152	262,944	51
TOTALS	166,501	154,597	13,932	2,837,266	2,090,524	28,122	411,726	310,764	2,317
In Art Schools	1,479	1,221	113	..	..	..	..	..	..
„ Law „	124	95	..	..	..	..	..	..	..
„ Medical Schools	4,524	4,070	1,212	..	..	..	..	..	..
„ Normal and Training Schools.	16,361	14,989	10,578	1,000	1,825	1,200	138	132	72
„ Engineering Schools	1,194	1,055	390	..	..	..	..	..	..
„ Technical and Industrial Schools.	3,892	3,178	683	1,477	1,134	74	1,401	1,098	27
„ Commercial Schools	777	718	..	..	..	..	31	19	..
„ Agricultural „	607	183	128	..	..	..	20	17	..
„ Reformatory „	1,172	1,096	915	..	..	..	..	..	..
„ Schools for Defectives	47	53	13	..	..	..	..	..	..
„ Schools for Adults	395	359	..	23,725	18,668	..	3,141	2,058	..
„ Other Schools	4,074	3,187	604	434	300	75	1,539	1,077	..
TOTALS	34,246	30,204	14,726	27,545	21,927	1,448	6,270	4,401	99
TOTALS FOR RECOGNISED INSTITUTIONS.	241,810	203,126	36,056	2,864,812	2,112,519	29,637	418,053	315,221	2,427
IN UNRECOGNISED INSTITUTIONS.	..	..	..	1,098	351	..	24	..	..
GRAND TOTALS ALL INSTITUTIONS.	241,810	203,126	36,056	2,865,975	2,112,870	29,637	418,077	315,221	2,427

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes 355 scholars also reading Law.

(c) Includes 328 scholars in Oriental Colleges, and 415 scholars in Benares Sanskrit College in the U. P.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
38,808	28,182	11,401	11,304	9,422	2,609	57,277	47,799	18,273	463
3,256	2,977	861	1,356	1,120	364	7,227	6,293	1,296	..
872	871	459	..	..	..	3,873	3,829	1,130	128
127	121	37	..	..	..	991	933	728	11
390	327	258	..	..	..	1,480	1,351	1,102	..
..	..	..	..	..	..	567	526	513	..
950	725	286	..	..	..	1,330	1,053	347	4
12	12	12	..	..	..	169	167	117	..
..	..	..	..	..	..	292	262	282	..
39,361	33,215	13,399	12,660	10,542	2,973	73,212	62,204	23,348	606
355,103	305,297	83,076	134,842	104,840	6,697	633,952	536,655	53,908	6,511
177,239	142,166	10,952	50,736	39,017	2,171	289,478	234,103	17,151	5,351
98,014	95,706	3,368	1,594	1,293	165	388,504	319,478	27,893	82,192
2,849,811	2,292,050	11,839	346,649	272,695	175	6,137,587	4,718,717	13,862	476,316
3,480,167	2,835,219	59,235	533,821	417,845	9,208	7,449,481	5,808,961	112,814	520,370
203	166	..	29	16	..	1,711	1,403	113	34
..	..	..	..	..	..	124	95	..	..
84	70	..	153	107	24	4,761	4,217	1,296	108
2,871	2,677	1,453	53	48	52	21,332	19,671	13,454	274
26	15	21	24	20	..	1,244	1,090	411	..
7,116	5,755	1,966	597	557	185	14,483	11,722	2,885	135
2,268	1,703	13	4,325	3,155	28	7,401	5,655	43	277
40	35	..	108	82	..	381	317	128	..
18	15	..	..	..	..	1,190	1,111	915	..
640	523	403	..	..	..	687	576	416	116
29,354	22,549	..	13,725	11,126	..	70,840	54,760	..	360
61,379	48,043	1,108	16,180	12,035	584	83,606	65,242	2,461	967
104,005	82,211	4,966	35,194	27,146	823	207,260	165,889	22,062	2,271
3,623,533	2,950,645	77,600	581,675	455,533	13,004	7,729,953	6,037,044	158,774	523,247
2,677	1,824	..	493,848	246,932	85	585,235	324,952	1,058	32,152
3,626,210	2,952,469	77,600	1,075,323	702,465	13,089	8,315,188	6,361,996	159,782	555,899

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (a).									
Arts and Science (b) . . .	444	421	260	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	43	42	41	..	..	..	..	..	..
TOTALS	487	463	301	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	5,700	4,548	887	287	260	..	174	52	..
„ Middle { English	2,864	2,061	194	..	..	..	590	437	..
„ Schools. { Vernacular	7,612	5,084	112	876	636	56	7,106	5,451	11
„ Primary Schools	24,265	16,725	2	175,141	125,717	21	103,173	70,159	..
TOTALS	40,441	28,418	1,195	176,304	126,613	77	111,043	76,099	11
In Medical Schools	79	76	57	..	..	..	..	..	..
„ Normal and Training Schools.	1,834	1,723	966	28	28	28	33	27	..
„ Technical and Industrial Schools.	21	17	10	..	..	..	..	..	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	..	..	..	16	14	..	..	..	..
„ Other Schools	29	26	..	..	..	..	..	..	..
TOTALS	1,963	1,842	1,033	44	42	28	33	27	..
TOTALS FOR RECOGNISED INSTITUTIONS.	42,891	30,723	2,529	176,348	126,655	105	111,076	76,126	11
IN UNRECOGNISED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
GRAND TOTALS ALL INSTITUTIONS.	42,891	30,723	2,529	176,348	126,655	105	111,076	76,126	11

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes nil scholars in Oriental Colleges.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 10.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
600	627	415	25	22	12	1,159	1,070	687	..
58	51	58	..	..	..	58	51	58	..
48	43	40	..	..	..	91	95	81	..
706	731	513	25	22	12	1,308	1,216	826	..
34,788	30,046	11,304	1,246	1,002	373	42,195	35,908	12,564	4,536
24,955	21,066	7,583	971	748	268	29,380	24,312	8,045	3,720
27,225	22,690	2,778	217	187	145	43,036	34,048	3,102	4,464
456,145	355,365	9,213	59,023	45,352	243	818,047	613,313	9,484	29,549
543,413	429,167	30,883	61,467	47,280	1,029	932,668	707,586	33,195	42,269
165	156	..	..	..	..	244	232	57	..
2,278	2,103	1,387	26	23	26	4,199	3,904	2,407	7
2,666	2,245	971	90	72	15	2,777	2,334	996	48
227	160	75	..	..	..	227	160	75	..
51	48	..	..	..	..	51	48	..	..
597	421	15	..	..	..	613	435	15	..
1,938	1,511	275	6	7	..	1,973	1,544	275	226
7,922	6,644	2,723	122	102	41	10,084	8,657	3,825	281
552,131	436,542	34,119	61,604	47,413	1,082	944,050	717,459	37,846	42,550
2,406	1,939	..	52,820	6,812	..	57,416	10,585	..	5,255
554,537	438,481	34,119	114,424	54,225	1,082	1,001,466	728,044	37,846	47,805

III-A.—Expenditure on Education for Males—*conold.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	13,78,839	..	..	..	215	13,79,054
Inspection	71,40,723	1,90,044	50,192	..	1,834	73,83,093
Buildings, etc.	82,02,105	22,15,968	6,14,632	3,42,226	45,27,025	1,59,62,556
Miscellaneous	54,58,162	13,72,249	3,44,171	40,47,059	44,29,627	1,56,51,308
TOTALS	2,21,59,829	37,79,201	10,08,595	43,89,285	90,19,301	4,03,56,611
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	36,59,461	..	1,400	28,85,650	12,13,046	77,59,557
Arts Colleges	39,19,217	12,125	22,557	39,02,360	3,26,427	87,82,686
Professional Colleges :—						
Law	41,171	..	..	4,43,251	90	4,84,512
Medicine	13,71,210	..	..	5,69,831	14,295	19,55,396
Education	8,69,778	..	..	320	4,182	8,74,280
Engineering	8,12,152	..	12,750	1,45,823	1,20,869	10,91,594
Agriculture	3,00,204	..	..	10,471	488	3,11,163
Commerce	48,890	..	..	75,252	9,502	1,33,644
Forestry	2,69,543	..	..	..	..	2,69,543
Veterinary Science	3,97,281	..	..	16,622	..	4,14,203
Intermediate Colleges	10,54,527	..	2,000	7,92,099	4,73,965	23,53,488
TOTALS	1,27,43,434	12,125	39,607	88,41,976	27,62,864	2,44,00,000
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,03,36,878	3,35,545	3,61,780	1,60,57,319	42,90,972	3,13,81,044
Middle Schools—						
English	28,82,373	4,51,281	3,15,451	36,15,184	17,28,844	89,93,133
Vernacular	26,02,980	21,43,519	3,62,988	6,94,890	1,62,764	68,67,141
Primary Schools	2,64,11,309	84,26,450	39,31,438	47,08,435	45,60,117	4,80,37,749
TOTALS	4,22,33,040	1,13,56,795	49,71,607	2,49,75,828	1,07,42,697	9,42,79,967
<i>Special.</i>						
Art Schools	4,19,543	420	900	16,978	18,275	4,56,114
Law Schools	..	..	..	8,358	..	8,358
Medical Schools	12,18,386	2,754	800	2,10,388	23,451	14,55,577
Normal and Training Schools	38,22,370	1,53,315	31,060	18,906	1,29,002	41,55,553
Engineering Schools	5,27,493	..	..	59,150	11,433	5,98,076
Technical and Industrial Schools	14,82,553	94,659	88,914	1,17,026	11,43,488	2,28,940
Commercial Schools	64,438	50	987	2,28,413	52,619	3,48,537
Agricultural Schools	73,893	216	..	1,800	8,843	84,662
Reformatory Schools	2,97,171	..	75	63	20,172	3,23,481
Schools for Deaf-mutes	80,430	..	17,391	6,175	59,320	1,63,816
Schools for Adults	56,733	24,717	1,14,356	16,227	46,994	2,59,027
Other Schools	7,70,102	69,225	36,462	2,33,056	7,12,973	18,21,817
TOTALS	88,13,062	3,45,356	2,60,745	9,16,536	22,33,470	1,25,99,158
GRAND TOTALS	8,59,40,356	1,54,98,477	63,10,954	3,91,23,624	2,47,58,332	17,16,36,741

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 3,26,038 spent by the Public Works Department on educational buildings.
 "Miscellaneous" includes the following main items :—

Scholarships, hostel charges and other contingent charges.

GOVERNMENT INSTITUTIONS.										DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.														
	Government funds.		Board funds.		Municipal funds.		Fees.		Other sources.		TOTALS.		Government funds.		Board funds.		Municipal funds.		Fees.		Other sources.		TOTALS.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges	1,14,909	..	..	20,774	109	1,35,792	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Professional Colleges—																								
Medicine	28,854	..	..	..	..	28,854	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Education	43,115	..	..	4,201	..	47,316	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Intermediate Colleges																								
TOTALS	1,86,878	..	..	24,975	109	2,11,962	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
SCHOOL EDUCATION.																								
General.																								
High Schools	5,77,263	..	..	99,739	884	6,77,906	..	15,034	19,264	2,289	1,760	38,347	..	..	..	..	..	..	..	..	..	..	..	
Middle Schools—																								
English	9,11,690	..	..	15,165	1,095	9,27,860	10,955	19,424	19,424	1,798	537	32,712	..	..	..	..	..	..	..	..	..	..	..	
Vernacular	1,33,525	..	..	1,439	23	1,34,987	36,964	14,024	1,31,382	2,787	15	1,85,172	..	..	..	..	..	..	..	..	..	..	..	
Primary Schools	4,28,557	391	10	2,184	1,086	4,32,228	19,53,211	7,07,009	16,30,101	22,635	13,325	43,26,461	..	..	..	..	..	..	..	..	..	..	..	
TOTALS	13,50,945	391	10	1,18,547	3,088	14,72,981	20,01,130	7,36,007	18,00,171	29,507	15,837	45,82,712	..	..	..	..	..	..	..	..	..	..	..	
Special.																								
Medical Schools	58,256	9,816	7,840	326	3,711	68,256	7,325	..	4,062	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Nursing and Training	6,38,319	..	..	..	..	6,38,319	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Technical and Industrial Schools	5,307	..	..	..	..	5,307	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Technical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Other Schools	9,290	..	..	..	..	9,290	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
TOTALS	7,31,372	9,846	7,840	326	3,711	7,53,095	7,325	245	4,062	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
GRAND TOTALS FOR FEMALES.	22,69,195	10,237	7,850	1,43,848	6,908	24,88,038	20,08,455	7,30,312	18,04,233	29,507	15,874	46,94,381	..	..	..	..	..	..	..	..	..	..	..	
GRAND TOTALS FOR Males.	2,09,56,439	1,10,099	35,686	51,76,061	3,61,195	2,66,39,450	2,50,58,534	75,97,391	41,54,445	32,80,305	3,11,697	4,03,42,372	..	..	..	..	..	..	..	..	..	..	..	
GRAND TOTALS FOR ALL.	2,32,25,634	1,20,336	43,536	33,19,909	3,65,103	2,90,77,518	2,70,06,989	82,73,703	59,58,678	33,09,812	3,27,571	4,46,36,753	..	..	..	..	..	..	..	..	..	..	..	

III-B.—Expenditure on Education for Females—contd.

	AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.					
	Government funds.		Board funds.		Municipal funds.		Fees.		Other sources.		TOTALS.	
	13	14	15	16	17	18	19	20	21	22	23	24
UNIVERSITY AND INTER-MEDIATE EDUCATION.												
Arts Colleges	56,348	..	..	21,957	1,01,883	1,80,088	2,940	5,330	..	8,270		
Professional Colleges	1,01,000	..	..	..	33,359	1,33,958	..	..	..	..		
Medicine	26,733	..	..	..	13,903	48,600	..	..	..	..		
Education	59,825	..	..	12,916	29,916	1,02,677	..	..	..	..		
Intermediate Colleges	..	..	..	..	..	..	..	..	..	..		
TOTALS	2,43,121	..	..	37,297	1,83,960	4,61,683	2,940	5,330	..	8,270		
SCHOOL EDUCATION.												
General.												
High Schools	1,99,068	5,800	34,020	13,37,124	9,08,270	38,84,282	60,186	81,000	..	1,41,246		
Middle Schools—	..	..	..	..	..	..	..	..	..	..		
English	6,54,544	3,794	18,816	3,33,413	7,20,039	27,50,638	2,340	23,412	..	24,751		
Vernacular	1,27,421	67,735	2,62,164	2,44,064	13,73,707	5,58,528	..	16,137	..	16,137		
Primary Schools	11,42,217	5,70,331	..	..	..	38,42,863	9,565	95,914	..	1,05,509		
TOTALS	35,29,215	6,47,802	4,12,765	29,05,443	32,47,046	98,36,301	72,100	2,15,553	..	2,87,653		
SPECIAL.												
Medical Schools	53,800	550	..	15,950	50,863	1,01,163	..	..	..	..		
Normal and Training	3,20,816	1,339	7,397	23,331	1,58,368	5,11,161	303	5,698	..	6,001		
Schools.	..	..	..	..	..	..	..	..	..	..		
Technical and Industrial	49,347	4,464	1,070	9,247	1,40,722	2,04,850	1,200	5,579	..	6,779		
Commercial Schools	6,516	..	..	16,437	1,894	24,847	..	..	..	..		
Agricultural Schools	360	..	..	..	..	..	..	..	..	..		
Schools for Adults	10,979	28	1,429	6,811	15,780	85,021	..	..	..	..		
Other Schools	31,722	..	2,333	3,663	50,559	88,879	10	300	..	310		
TOTALS	4,73,540	6,381	12,735	75,439	3,98,186	9,66,281	1,513	11,577	..	13,090		
GRAND TOTALS FOR F. MALES.	42,40,211	6,54,183	4,25,500	21,18,179	38,29,192	1,12,67,265	76,553	2,35,490	..	3,09,012		
GRAND TOTALS FOR MALES.	1,76,14,224	40,65,952	11,11,328	2,07,12,523	1,25,41,355	5,80,45,882	53,81,955	25,07,546	..	78,89,501		
GRAND TOTALS FOR ALL	2,18,54,435	47,20,135	15,37,328	2,38,30,702	1,63,70,547	6,73,13,147	54,58,508	27,40,006	..	81,98,514		

III-B.—Expenditure on Education for Females—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
Inspection	6,64,515	5,064	10,530	..	535	6,80,644
Buildings, etc.	11,49,030	75,891	52,964	1,37,568	19,73,490	33,88,842
Miscellaneous	11,93,686	53,770	42,266	17,25,021	17,82,572	47,97,265
TOTALS	30,07,181	1,34,725	1,05,660	18,62,589	37,56,597	88,66,752
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	1,73,757	..	..	45,071	1,05,322	3,24,150
Professional Colleges :	1,00,000	..	..	..	33,258	1,38,258
Medicine	55,897	..	..	3,004	18,903	77,514
Education	1,02,940	..	..	17,137	29,916	1,49,993
Intermediate Colleges	..	..	..	..	..	..
TOTALS	4,32,304	..	..	65,212	1,87,399	6,84,915
SCHOOL EDUCATION.						
General.						
High Schools	21,76,331	20,834	53,384	14,99,358	9,91,974	47,41,781
Middle Schools—	..	..	..	..	..	..
English	8,77,099	3,796	38,240	3,72,743	7,44,083	20,35,961
Vernacular	2,97,915	81,569	2,29,147	25,048	2,61,115	8,94,824
Primary Schools	35,24,000	12,78,031	18,92,275	3,28,448	14,84,327	85,07,081
TOTALS	68,75,345	13,84,260	22,12,946	22,25,597	34,81,499	1,61,79,647
Special.						
Medical Schools	1,12,056	550	..	15,956	30,868	1,59,419
Normal and Training Schools	9,86,660	11,237	10,209	23,960	1,67,777	12,08,843
Technical and Industrial Schools	54,654	4,464	1,070	10,447	1,46,301	2,16,936
Commercial Schools	6,516	..	..	16,437	1,894	24,847
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	10,979	28	1,423	6,811	15,780	35,021
Other Schools	41,012	193	2,985	3,673	50,896	98,709
TOTALS	12,12,237	16,472	24,637	77,278	4,13,511	17,44,155
GRAND TOTALS FOR FEMALES	1,15,27,067	15,35,457	23,43,243	42,30,676	78,39,006	2,74,76,449
GRAND TOTALS FOR MALES	8,59,49,355	1,54,93,477	63,10,954	8,91,23,624	2,47,58,332	17,16,35,742
GRAND TOTALS FOR ALL	9,74,76,422	1,70,28,934	86,54,197	4,33,54,300	3,25,97,338	19,91,11,191

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

		Euro- peans and Anglo- In- dians.	Indian Chris- tians.	Hindus.	Muham- madans.	Bud- dhists.	Parsees.	Sikhs.	Others.	TOTAL.
		1	2	3	4	5	6	7	8	9
TOTAL POPULATION		160,930	1,423,751	83,111,287	31,074,742	5,672,764	45,933	1,345,582	4,018,949	126,853,938
<i>School Education.</i>										
Primary	<i>Classes.</i>									
	I	4,497	105,871	2,355,568	970,272	152,866	1,107	33,109	62,502	3,685,702
	II	2,277	38,600	821,066	285,301	31,778	921	13,214	16,601	1,218,768
	III	2,392	28,654	619,135	179,881	21,835	1,252	10,670	10,071	874,700
	IV	2,417	23,574	455,811	104,443	16,213	749	8,972	7,581	619,760
	V	1,737	11,933	251,119	50,594	7,508	604	6,366	3,741	389,702
† Middle	VII	1,844	9,237	159,857	35,378	4,482	928	4,589	1,418	217,783
	VIII	1,291	7,264	121,197	25,650	3,761	877	4,061	1,745	166,297
† High	IX	710	4,231	91,202	17,827	1,211	820	3,573	404	120,559
	X	710	2,706	63,108	11,434	871	768	2,652	216	82,465
	XI	740	2,215	52,046	9,313	724	696	1,871	186	68,391
	..	268	1,518	41,786	5,441	74	608	15	87	49,827
	..	56	309	10,297	1,363	1	599	7	48	12,680
TOTALS		19,935	236,192	5,051,692	1,606,093	242,414	9,929	89,960	104,500	(a) 7,450,724
<i>University and Intermediate Education.</i>										
Intermediate classes	1st year	132	708	13,579	2,086	253	336	368	53	17,515
	2nd year	111	511	13,128	1,872	130	213	310	33	16,308
Degree classes	3rd year	42	301	6,360	937	41	60	131	15	7,887
	4th year	39	244	6,875	1,180	67	62	117	10	8,594
	5th year	3	23	1,237	195	4	..	21	1	1,464
Post-graduate classes	6th year	7	15	937	187	3	15	11	2	1,177
	7th year	..	4	79	1	..	13	..	1	98
Research Students		..	1	841	6	..	..	..	..	848
TOTALS		334	1,807	43,036	6,464	498	699	958	115	(b) 53,911
No. of scholars in recognised institutions.		20,269	237,990	5,094,728	1,703,457	242,912	10,628	90,027	104,615	7,504,635
No. of scholars in unrecognised institutions.		19	6,643	190,800	172,072	206,775	131	4,641	4,064	586,235
GRAND TOTALS		20,288	244,632	5,285,528	1,875,529	449,687	10,759	94,668	108,679	8,090,870

† Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.)

(a) Excludes 121 and 1,826 scholars in the U. P. and Assam respectively not shown by race or creed.

(b) Excludes 157 scholars of one Oriental college in the Punjab and 19 scholars of one Oriental college in Assam (shown against "Education" in V-A), also excludes 3,190 scholars reading in school-stages in colleges in the U. P.

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadians.	Buddhists.	Parsees.	Sikhs.	Others.	TOTAL.
		1	2	3	4	5	6	7	8	9
TOTAL POPULATION		95,784	1,374,679	79,421,565	28,345,504	5,815,486	42,315	1,020,861	4,027,464	120,148,658
<i>School Education.</i>										
Primary		Classes								
	I	8,344	24,844	323,048	187,702	19,780	1,143	5,640	2,068	572,069
	II	3,013	10,323	99,310	42,164	11,965	635	1,771	547	161,228
	III	2,448	7,840	56,433	15,071	2,454	1,247	1,394	398	87,285
	IV	2,331	6,626	32,304	6,391	3,082	773	859	316	62,652
	V	1,521	5,194	15,581	2,163	432	537	582	182	26,191
† Middle	VI	1,661	3,772	6,516	727	487	536	134	112	13,945
	VII	1,410	2,623	3,427	365	378	414	99	86	8,802
	VIII	1,064	1,729	1,618	154	50	228	70	62	4,981
† High	IX	495	608	856	54	50	246	20	25	2,453
	X	509	555	623	34	42	178	9	19	1,065
	..	187	328	421	8	..	86	..	20	1,050
	..	11	56	211	9	..	98	..	4	379
TOTALS		22,994	64,688	531,837	254,812	38,735	6,121	10,575	3,839	(a)933,001
<i>University and Intermediate Education.</i>										
Intermediate classes		41	167	127	4	..	3	10	1	293
	1st year	36	86	97	1	..	2	3	..	225
Degree classes		16	54	54	2	..	..	1	..	127
	3rd year	15	52	42	..	..	..	..	..	109
	4th year	..	..	..	..	..	..	..	..	..
	5th year	..	..	..	..	..	..	..	..	..
Post-graduate classes		..	1	..	1	..	..	..	..	2
	6th year	..	..	..	..	..	..	..	..	..
	7th year	..	..	..	..	..	..	..	..	..
Research Students—		..	..	..	..	..	..	..	..	..
TOTALS		108	300	320	8	..	5	14	1	(b)756
No. of scholars in recognised institutions		28,102	64,388	532,157	254,820	38,735	6,126	10,589	3,840	833,757
No. of scholars in unrecognised institutions.		..	709	14,429	38,181	2,536	65	1,107	380	57,416
GRAND TOTALS		28,102	65,097	546,586	293,001	41,271	6,191	11,696	4,229	991,173

† Vide footnote on previous page.

(a) Excludes 60 pupils in Assam not shown by race or creed.

(b) Excludes 57, 47 and 299 scholars reading in school stages in colleges in the United Provinces, the Punjab and Bangalore respectively.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	Euro- peans and Anglo- In- dians.	Indian Chris- tians.	Hindus.	Muham- madians.	Bud- dhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
<i>Schools.</i>									
Arts Schools	21	76	1,295	277	6	10	13	13	1,711
Law Schools	..	..	97	27	..	..	..	..	124
Medical Schools	46	217	3,666	689	66	2	166	9	4,761
Normal and Training Schools	4	2,323	13,638	3,987	843	5	281	251	21,332
Engineering and Surveying Schools	53	18	958	138	43	2	31	1	1,244
Technical and Industrial Schools	663	2,087	7,544	3,600	132	84	235	138	14,488
Commercial Schools	380	597	5,161	545	378	286	9	25	7,401
Agricultural Schools	2	48	308	23	..	..	..	..	381
Reformatory Schools	4	45	675	354	96	..	6	10	1,190
Schools for Defectives	12	243	325	66	14	9	14	3	687
Schools for Adults	..	794	28,639	35,661	358	12	3,736	1,141	70,340
Other Schools	24	434	33,032	42,076	7,594	199	57	100	83,606
TOTALS	1,209	6,882	95,239	87,443	9,590	609	4,557	1,791	207,360
<i>Colleges.</i>									
Law	13	84	6,018	822	58	53	57	122	7,227
Medicine	56	170	2,908	349	24	162	118	6	3,873
Education	30	84	722	196	5	..	22	1	(a)1,010
Engineering	103	39	1,203	98	..	28	14	1	1,466
Agriculture	..	21	340	94	14	5	61	32	567
Commerce	5	23	1,162	56	3	75	5	1	1,330
Forestry	6	12	98	25	11	..	13	4	169
Veterinary Science	4	17	180	79	3	..	9	..	293
TOTALS	217	400	12,721	1,719	118	313	299	167	16,954
GRAND TOTALS	1,426	7,282	107,960	89,162	9,648	922	4,856	1,958	223,214

(a) 19 Scholars of one Oriental College in Assam which have been shown against "Arts and Science" in II-A are shown against "Education" in this table.

V.B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	Euro- peans and Anglo- Indians.	Indian Chris- tians	Hindus.	Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
<i>Schools.</i>									
Medical Schools	18	153	36	17	1	..	19	..	244
Normal and Training Schools	229	1,986	1,822	289	236	40	67	30	4,199
Technical and Industrial Schools	55	1,970	629	59	55	9	..	..	2,777
Commercial Schools	223	3	..	..	..	..	..	1	227
Agricultural Schools	..	51	..	..	..	..	..	..	51
Schools for Adults	..	13	454	61	..	83	..	2	613
Other Schools	36	402	966	528	3	16	..	22	1,973
TOTALS	561	4,578	3,407	954	295	148	86	55	10,084
<i>Colleges.</i>									
Medicine	12	12	27	4	..	..	3	..	58
Education	49	27	13	1	..	..	..	1	91
TOTALS	61	39	40	5	..	..	3	1	149
GRAND TOTALS	622	4,617	3,447	959	295	148	89	56	10,233

VI.—Teachers (Men and Women).

—	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total untrained teachers.	Grand totals of Teachers.
	A Degree	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certified.	Uncertified.	Certified.	Uncertified.			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government	2	198	1,227	1,073	36	..	3	264	1,204	2,536	1,471	4,007
Local Board and Municipal.	1	457	36,175	35,385	327	133	16	9,610	28,438	72,345	38,206	110,551
Aided	18	1,164	18,743	17,204	1,265	7	48	35,010	62,428	38,398	97,493	135,891
Unaided	2	41	948	973	53	..	1	4,908	10,912	2,017	15,821	17,838
TOTALS	23	1,864	57,093	54,635	1,681	140	68	49,801	102,982	115,296	152,991	268,287
Middle Schools.												
Government	46	505	470	85	35	9	32	64	378	1,141	483	1,624
Local Board and Municipal.	147	823	9,291	759	120	25	97	601	2,500	11,137	3,223	14,360
Aided	159	1,425	3,890	1,028	655	151	271	4,646	5,467	7,166	10,536	17,701
Unaided	16	94	760	54	15	76	69	1,344	968	939	2,457	3,396
TOTALS	368	2,847	14,420	1,923	825	261	469	6,655	9,313	20,383	16,698	37,081
High Schools.												
Government	1,529	1,136	901	38	138	231	384	412	801	3,442	1,828	5,270
Local Board and Municipal.	559	819	261	48	227	77	161	152	509	1,914	899	2,813
Aided	2,084	2,862	2,156	283	672	1,525	2,040	3,146	4,865	7,987	11,576	19,513
Unaided	145	122	544	24	7	1,300	835	2,846	1,745	842	6,726	7,568
TOTALS	4,297	4,939	3,562	393	944	3,133	3,420	6,556	7,920	14,195	21,029	35,164
GRAND TOTALS	4,688	9,650	75,075	56,951	3,450	3,534	8,957	63,012	120,215	149,814	190,718	320,532

VII.—European Education.

Total European population . . . Male . 157,558				Percentage to European population of those at school.							
Female . 92,000				Males . 15.65		Females . 25.62		Total . 19.29			
TOTAL . 249,657											
	In- stitu- tions.	Scholar- on roll on March 31st.	Aver- age daily attend- ance.	Number of females in insti- tutions for males and vice versa.	TEACHERS.		EXPENDITURE FROM				Total expen- diture.
					Trained.	Un- trained.	Govt. funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11
<i>Institutions for Males.</i>											
Arts Colleges . . .	4	131	115	..	21	17	83,739	..	87,671	60,054	2,31,461
Training Colleges . . .	1	22	21	..	7	13	48,032	950	15,667	6,780	71,709
High Schools . . .	70	14,405	12,934	816	502	378	11,07,911	6,704	9,81,568	5,09,308	25,84,681
Middle Schools . . .	41	3,094	3,233	952	144	106	1,79,145	3,420	1,37,726	1,03,567	4,23,858
Primary Schools . . .	52	3,394	2,790	1,115	96	59	64,166	372	47,743	91,538	2,03,819
Training Schools . . .	..	..	..	..	..	..	1,937	..	..	..	1,937
Technical and Industrial Schools . . .	3	351	304	..	4	13	39,008	..	15,190	1,062	56,469
Commercial Schools . . .	..	..	..	..	..	..	..	..	..	..	..
Other Schools . . .	..	..	..	..	..	..	11,806	..	..	..	11,806
TOTALS . . .	171	21,907	19,406	2,883	774	586	15,35,241	11,446	12,65,874	7,72,679	35,85,540
<i>Institutions for Females.</i>											
Arts Colleges . . .	1	311	270	..	18	3	9,711	..	9,800	3,898	23,400
Training Colleges . . .	2	47	53	..	7	6	32,021	..	2,163	1,495	35,679
High Schools . . .	102	16,272	14,633	2,806	754	466	10,17,441	4,058	9,15,271	3,05,727	22,42,467
Middle Schools . . .	63	6,273	5,671	1,794	256	177	3,06,426	1,548	1,77,870	2,18,827	7,04,680
Primary Schools . . .	51	2,864	2,306	942	95	85	83,053	2,850	67,846	81,274	2,25,125
Training Schools . . .	10	167	143	..	26	10	49,396	..	12,695	17,069	79,700
Technical and Industrial Schools . . .	1	73	70	..	2	2	450	..	..	1,761	2,211
Commercial Schools . . .	4	134	72	..	4	9	3,890	..	10,389	162	14,441
Other Schools . . .	2	28	28	4	3	1	4,024	..	28	3,588	8,110
TOTALS . . .	236	26,169	23,246	5,546	1,165	789	15,07,014	8,556	11,89,071	6,34,291	33,35,632
GRAND TOTALS FOR INSTITUTIONS.	407	48,166	42,652	..	1,939	1,375	30,42,255	20,002	24,51,945	14,07,270	69,21,472
Expenditure on Buildings includes Rs. 1,26,954 spent by the Public Works Department.				Inspection . . .		1,24,070		..		1,24,070	
"Miscellaneous" includes the following main items:—				Buildings, etc. . .		5,47,002		2,34,920		6,06,308	
Hotel charges, scholar- ships and other contin- gent charges.				Miscellaneous . . .		11,70,257		1,080		21,90,886	
				TOTALS . . .		18,41,338		1,060		24,25,806	
				GRAND TOTALS . .		48,53,593		21,082		48,77,751	

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINERS.			NUMBER PASSED.			NUMBER OF EXAMINERS.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
DEGREE EXAMINATIONS.	1	2	3	4	5	6	7	8	9	10	11	12
<i>Arts and Science.</i>												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	6	6	..	4	4	..	..	..	..	..	..
D. Sc.	..	6	6	..	2	2	..	..	..	..	..	..
M. A.	878	356	1,234	662	181	843	13	4	17	8	2	10
M. Sc.	265	21	286	206	13	219	2	..	2	2	..	2
B. A. (Honours) .	1,277	88	1,365	909	58	967	37	5	42	33	4	27
B. Sc. (Honours) .	314	33	347	195	21	216	1	1	2	..	..	..
B. A. (Pass) . .	5,680	2,609	8,289	3,351	1,160	4,511	107	39	146	82	23	105
B. Sc. (Pass) . .	1,209	179	1,388	813	88	901	7	..	7	5	..	5
<i>Law.</i>												
Master of Law . .	1	24	25	..	6	6	..	..	..	..	..	..
Bachelor of Law .	3,723	165	3,888	1,961	79	2,040	..	..	..	..	..	..
<i>Medicine.</i>												
M. D.	..	3	3	..	2	2	..	..	..	..	..	..
M. B., B. S. . . .	858	..	858	336	..	386	16	..	16	3	..	3
L. M. S. (Bombay) .	30	..	30	15	..	15	4	..	4	2	..	2
M. C. P. & S. (Bombay)	3	..	3	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	24	..	24	12	..	12	..	..	..	..	..	..
M. S.	..	1	1	..	1	1	..	..	..	..	..	..
M. Obstetrics . .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H.	1	14	15	1	11	12	..	..	..	..	..	..
B. Sc. (Sanitary) .	6	..	6	1	..	1	..	..	..	..	..	..
D. T. M. (Calcutta) .	11	30	41	10	18	28	..	2	2	..	1	1
<i>Engineering.</i>												
Bachelor of C. E. .	130	..	130	94	..	94	..	..	..	..	..	..
Bachelor of M. E. .	74	..	74	46	..	46	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T. & L. T. .	456	235	691	385	129	514	42	3	45	30	2	32
<i>Commerce.</i>												
Bachelor of Commerce	149	87	236	98	38	136	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture	..	4	4	..	4	4	..	..	..	..	..	..
Bachelor of Agriculture.	116	2	118	80	2	82	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINERS.			NUMBER PASSED.			NUMBER OF EXAMINERS.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	10,140	4,784	14,923	5,042	1,648	6,690	271	164	435	188	62	250
Intermediate in Science.	6,408	490	6,898	3,755	198	3,951	62	..	52	22	..	22
Licentiate of Civil Engineering	284	4	288	147	1	148	..	..	..	..	..	..
Licentiate, Diploma or Certificate in Teaching.	1,200	211	1,411	956	106	1,062	216	5	221	171	8	174
Intermediate or Diploma in Commerce.	440	13	453	269	7	276	..	..	..	..	..	..
Licentiate of Agriculture	45	..	45	37	..	37	..	..	..	..	..	..
Veterinary Examinations.	179	..	170	132	..	132	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
<i>(a) On completion of High School course.</i>												
Matriculation	37,307	2,818	40,125	25,728	1,352	27,080	417	119	536	304	78	382
School Final, etc.	21,408	829	22,237	17,108	400	17,508	477	11	488	412	3	415
European High School	284	4	288	164	3	167	222	3	225	134	1	135
Cambridge Senior	350	83	432	244	15	259	208	15	223	134	1	135
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior	510	4	513	341	1	342	386	..	386	224	..	226
European Middle	552	..	552	241	..	241	470	..	470	336	..	336
Anglo-Vernacular Middle	57,138	315	57,453	43,375	194	43,569	2,082	23	2,105	1,430	9	1,439
Vernacular Middle	29,072	4,557	33,629	18,643	1,506	20,149	1,106	470	1,576	757	230	987
Vernacular High (in Burma).	96	234	330	56	49	105	21	19	40	17	3	20
<i>(c) On completion of Primary course.</i>												
Upper Primary	170,276	319	170,595	121,301	208	121,599	9,663	106	9,769	7,286	74	7,360
Lower Primary	340,409	227	340,636	256,136	157	256,293	37,751	115	37,866	27,592	95	27,687
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates.—												
Vernacular, Higher	4,702	809	5,501	3,564	438	4,002	1,380	44	1,433	1,048	25	1,073
Vernacular, Lower	10,336	3,328	13,664	7,233	1,581	8,614	720	29	758	477	18	495
At Art Schools	1,085	54	1,137	566	29	595	68	4	72	60	1	61
At Law Schools	7	7	14	7	..	7	6	2	8	24	2	26
At Medical Schools	1,297	387	1,684	815	205	1,020	53	13	66	41	10	51
At Engineering Schools	621	1,327	1,948	897	422	810	..	..	..	..	..	..
At Technical and Industrial Schools	1,558	3,437	4,995	1,209	2,097	3,306	106	656	762	98	378	476
At Commercial Schools	3,444	10,073	13,517	1,613	3,863	5,476	83	55	138	51	11	62
At Agricultural Schools	104	49	153	77	31	108	..	..	..	..	..	..
At other Schools	5,188	490	5,678	3,136	254	5,390	10	..	19	16	..	16

*i.e., appearing from a recognised institution.

